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ABSTRACT

In fall 1985, a follow-up survey was administered to the 1985 graduating class of John Tyler Community College (JTCC) in order to document graduate successes in the job market and in the pursuit of advanced study; to provide feedback to the administration and faculty as a basis for upgrading educational offerings and services; and to provide a summary of student opinions about their experiences at JTCC. Questionnaires were mailed to 207 graduates, requesting information on student characteristics, evaluation of student and academic services, employment experiences, and educational status. Study findings, based on a 63% response rate, included the following: (1) 52% of the respondents were female, 55% were married, 42% were between 25 and 34 years of age, 79% were white, and 61% had attended on a full-time basis; (2) job placement and counseling services received the largest number of negative ratings of all services and programs at the college; (3) 61% attended JTCC to pursue a career; (4) 91% rated instructional quality as "superior" or "good"; (5) 69% said faculty advising was "superior" or "good"; (6) 75% were employed full-time and an additional 13% were employed part-time; (7) two-thirds held jobs related to their fields of training; (8) only 18% were currently attending school; and (9) of those in school, only 3 students cited transfer problems. (Author/LAL)

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ED275356

1985 GRADUATE FOLLOW-UP STUDY

JOHN TYLER COMMUNITY COLLEGE

Chester, Virginia

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The Office of Institutional Research

April 1986

JC 860 542

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PREFACE

Assessing educational outcomes has become a focal point of discussion among educators in recent years in light of the new criteria adopted by the Southern Association of Colleges and Schools (SACS) and other regional accrediting agencies. A significant measure of our success in the postsecondary arena is what happens to our graduates.

Each fall, John Tyler Community College surveys its graduates to determine the extent to which the College has been successful in assisting them to achieve their goals for enrolling as well as to determine their accomplishments in the job market or in pursuit of further studies.

Several persons have been instrumental in the completion of this project: Myra Goodman, who analyzed the data and wrote the narrative; Marlene Jinkins and Linda Coake who typed the report and summarized the students' comments; and staff in the Administrative Data Processing unit and Reprographics. Special appreciation is extended to the graduates who took the time to share their experiences while here at the College as well as since graduation in order to improve educational offerings and services for future students.

We trust that the information presented in this report will be beneficial to the faculty and administration as we attempt to better meet the changing needs of our students as well as the businesses, industries, and government where they will seek employment.

Carol S. Hollins, Coordinator
Institutional Research

TABLE OF CONTENTS

		Page
	List of Tables	vii
I.	Abstract of the Study	3
II.	Background	13
III.	Evaluation of Student Services	21
IV.	Evaluation of Academic Services	33
V.	Employment Status	53
VI.	Educational Status	67
VII.	Findings and Recommendations	75
VIII.	Graduates' Comments	79
IX.	Graduates' Employers and Job Titles	89
	Job-Related Comments	97
	Gross Annual Salaries	99
	Graduates Willing to Participate in Employer Follow-Up Study	102
X.	Current Education	105
	Educational Institutions & Fields of Study	107
	Related Comments	108
XI.	Appendix	109
	Cover Letters	111
	Instrument	113

LIST OF TABLES

Table		Page
	BACKGROUND:	
1	Sex of Graduates	14
2	Marital Status of Graduates	14
3	Age of Graduates	14
4	Ethnic Status of Graduates	15
5	Quarter In Which Graduates First Enrolled	15
6	Quarter In Which Graduates Last Enrolled	16
7	Full-Time or Part-Time Status of Graduates	16
8	Day or Night Class Attendance	17
9	Rank Order of Graduates' Reasons for Attending JTCC.	17
	EVALUATION OF STUDENT SERVICES:	
10	Admissions and Records	21
11	Bookstore	21
12	Business Office	22
13	Continuing Education	22
14	Co-op Program	23
15	Counseling	23
16	Financial Aid	24
17	Job Placement	24
18	Developmental Studies	25
19	Library/Learning Resources	25
20	Parking	26
21	Recreational Facilities	26
22	Student Activities	27
23	Student Lounge and Food Services	27

LIST OF TABLES

(Continued)

Table		Page
24	Veterans Affairs	28
25	Extended Learning Institute	28
26	Learning Assistance Center	29
	EVALUATION OF ACADEMIC SERVICES	
27	Primary Goal in Attending JTCC	34
28	Satisfaction With Programs/Services to Meet Goal	35
29	Completion of Developmental Courses	36
30	Certification/Licensing in Profession	37
31	Quality of Instruction in Major Curriculum	38
32	Quality of Instruction Not in Major Curriculum	39
33	Course Content in Major Curriculum	40
34	Faculty Advising	41
35	Access to Faculty	42
36	Lab Equipment and Facilities	43
37	Evaluation of Instructors (Grades, Tests, Etc.)	45
38	Classroom Size	46
39	Cost of Books and Supplies	47
40	Overall Quality of Instruction	48
41	Recommend College	49
	EMPLOYMENT STATUS	
42	Employment Status	53
43	Source of Job	54
44	Job Held While Enrolled at JTCC	55
45	Job Promotion	56

LIST OF TABLES

(Continued)

Table		Page
46	Salary	57
47	Hours Worked Per Week	58
48	Job Relatedness	59
49	Job Satisfaction: Challenging and Interesting Work	60
50	Job Satisfaction: Relations with Colleagues	61
51	Job Satisfaction: Salary	62
52	Job Satisfaction: Opportunity for Advancement	63
53	Job Satisfaction: Overall Aspects of Job	64
	EDUCATIONAL STATUS	
54	Current Classification	67
55	Enrollment Status - Full-Time or Part-Time	68
56	Pursuing Same Field in School	69
57	Problems Transferring	70
58	Comparison of Instruction (Current Institution and JTCC)	71

ABSTRACT OF THE STUDY

Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 86-5 April 22, 1986

1985 GRADUATE FOLLOW-UP STUDY

The annual follow-up survey was administered this past fall to the 1985 graduating class of John Tyler Community College. The purpose of the survey was primarily three-fold: (1) to document graduate successes in the job market and in the pursuit of advanced study; (2) to provide feedback to the administration and faculty as a basis for upgrading educational offerings and services; and (3) to provide a summary of student opinions to other College staff in order to improve services.

A total of 207 graduates who completed all requirements in one of the College Transfer, Occupational/Technical, or Certificate programs in June 1985 constitute the population for this study. Based on the initial survey request and two follow-up mailings to non-respondents, a response rate of 63 percent was achieved. Below is a summary of the principal findings in five areas: (1) Background Information; (2) Evaluation of Student Services; (3) Evaluation of Academic Services; (4) Employment Status; and (5) Educational Status. A list of findings and recommendations follows an overall summary of this study.

BACKGROUND INFORMATION ON GRADUATES

Graduates were asked to provide descriptive information concerning their backgrounds for presentation in aggregate form. Of the 132 respondents:

- 48 percent were male and 52 percent were female;
- 36 percent said they were single, 55 percent said they were married, and the remainder indicated they were divorced, separated or widowed;
- 29 percent indicated they were between 18 - 24 years old, 42 percent were between 25 - 34 years old, 21 percent were between 35 - 44 years old, 7 percent were between 45 - 59 years old, and 1 percent was 60 years old or over;
- 79 percent were white, 18 percent were black, and 2 percent were Asian or Pacific Islander;
- 64 percent said Fall was their first quarter enrolled and 57 percent indicated Spring was their last quarter enrolled;
- 61 percent indicated they were enrolled on a full-time basis primarily, while 39 percent said they were part-time;
- 76 percent said they attended classes primarily during the day and 23 percent indicated attending classes at night;
- The primary reason why graduates chose to attend JTCC was because of its courses and programs, followed by close to home and inexpensive.

NOTE: Totals may not add up to 100 percent due to graduates who chose not to respond to a particular survey item.

EVALUATION OF STUDENT SERVICES

The 1985 graduates were asked to evaluate seventeen different services and facilities at the College using a 5-point scale (1 = superior, 2 = good, 3 = fair, 4 = poor, and 5 = did not use). Below is a summary of the most positive and neutral responses as well as those that were least utilized.

Those services and facilities that received the most positive rating, i.e. over 50 percent of all graduates gave either a superior or good rating, were:

	Positive Ratings
1. Admissions and Records	90%
2. Bookstore	82%
3. Parking	81%
4. Business Office	78%
5. Library/Learning Resources	77%

It should be noted that Parking facilities received the largest number of superior ratings (35 graduates or 26 percent).

The most neutral responses or those that did not receive more than 50% on any ratings on the scale, were recorded in the following areas:

	Positive	Did Not Use	Negative
1. Student Lounge and Food Services	49%	2%	46%
2. Recreational Facilities	46%	28%	20%
3. Counseling Studies	45%	26%	25%
4. Developmental Studies	43%	44%	5%
5. Continuing Education	42%	45%	9%
6. Extended Learning Institute	40%	47%	7%
7. Financial Aid	37%	48%	9%
8. Student Activities	33%	43%	18%

Finally, those services or facilities which at least half of the respondents or more said they did not use were:

	Did Not Use
1. Veterans Affairs	66%
2. Co-op Program	64%
3. Learning Assistance Center	57%
4. Job Placement	54%

The largest number of poor responses were recorded in Job Placement (13 percent), followed by Counseling Services (6 percent).

EVALUATION OF ACADEMIC SERVICES

Below is a synopsis of student responses concerning instruction at John Tyler Community College.

PRIMARY GOAL OF GRADUATES: When graduates were asked to specify their primary goal in attending JTCC, 14 percent said to complete courses to transfer, 61 percent cited pursuing a career by obtaining an Associate degree, 17 percent said to obtain a Certificate, 4 percent cited Personal Satisfaction, and 2 percent gave other goals.

SATISFACTION WITH COLLEGE PROGRAM AND SERVICES: Nine out of ten of the graduates said they were either very satisfied or somewhat satisfied with the programs and services provided by the College to assist them in achieving their goal. Remaining responses included 5 (or 4 percent) who were undecided, and 3 (or 2 percent) who were somewhat dissatisfied. An additional 1 percent chose not to respond to this item.

COMPLETION OF DEVELOPMENTAL COURSES: Almost one-half of the graduates who responded (45 percent) indicated that they had completed one or more developmental courses; 46 percent said that they had not completed such courses. An equal proportion of College Transfer and Occupational/Technical graduates completed developmental courses, while 3 out of every 4 of the Certificate graduates indicated that they had completed one or more developmental courses.

CERTIFICATION OR LICENSING OF GRADUATES: One-third of the graduate respondents indicated that they had been certified or licensed in their chosen fields. Of this number, almost all were Occupational/Technical graduates, specifically Nursing students (95 percent of the Nursing graduates who responded indicated successful completion of State licensing requirements). In addition, 87 percent of the Funeral Services graduates said they had been licensed.

QUALITY OF INSTRUCTION IN MAJOR: An overwhelming majority of the respondents (91 percent) rated the quality of instruction in their major as superior or good; only 7 percent said that instruction in their major was fair. The latter rating was given by students in the following programs: Management (2 students), Electronics (2), Funeral Services (1), Nursing (1), Data Processing (1), Business Administration (1), Automotive (1) and Instrumentation (1). It is pleasing to note that none of the graduates indicated that instruction in their major was poor.

QUALITY OF INSTRUCTION NOT IN MAJOR: Eighty-seven percent of the graduates rated the quality of instruction outside of their major curriculum as superior or good. Nine percent gave a fair rating, 1 percent said poor and 2 percent did not respond. Only one graduate, in the Funeral Services curriculum, gave a rating of poor.

COURSE CONTENT IN MAJOR: When asked to evaluate the course content in their major curriculum, an encouraging 91 percent of the graduates rated it as superior or good. Only 7 percent rated course content fair and none of the graduates rated it poor. One percent chose not to respond to this item.

FACULTY ADVISING: Sixty-nine percent rated faculty advising as superior or good (up by 4 percent compared to 1984 graduates), 26 percent said advising was fair or poor, and 4 percent did not address this item. Fair ratings were cited by 8 Management graduates, 3 graduates each in Police Science, Human Services, and Instrumentation, 2 graduates each in Nursing, Data Processing and Architecture and 1 each in Business Administration, General Studies, Funeral Services, Automotive, Electronics and Machine Shop. Six graduates in the following Occupational/Technical programs gave a poor rating: Data Processing (2 graduates) and one graduate each in Funeral Services, Nursing, Beverage Marketing and Electronics.

ACCESS TO FACULTY: The majority of the graduates (76 percent) rated access to faculty as superior or good, while 17 percent rated access as fair, 4 percent gave a poor rating and 3 percent did not provide a response. Graduates evaluating faculty access as poor were enrolled in Data Processing (2 graduates) and 1 each in Nursing, Beverage Marketing and Electronics.

LAB EQUIPMENT AND FACILITIES: Almost three-fourths of those who responded evaluated lab equipment and facilities as superior or good. Eighteen percent rated equipment and facilities as fair, 5 percent said poor and 5 percent failed to address this item. Poor ratings were given by 2 Data Processing graduates, 2 Electronics graduates and one each in Nursing, Management and Architecture.

COST OF BOOKS AND SUPPLIES: The cost of books and supplies received one of the most negative of all ratings by graduates, with only 2 percent giving a superior rating and 42 percent indicating a good rating. Forty-three percent stated that the cost was fair, 8 percent cited poor, and 4 percent failed to address this item.

Poor ratings were given by two Nursing and two Data Processing graduates, and one each in Funeral Services, Management, Beverage Marketing, Police Science, Human Services, Automotive and Instrumentation.

OVERALL QUALITY OF INSTRUCTION: The majority of the graduates (86 percent) rated the overall quality of instruction at JTCC as superior or good (down by 8 percent compared to 1984 graduates). Eleven percent gave a fair rating and only one graduate (enrolled in Funeral Services) gave a poor rating. One student did not respond to this item.

WOULD YOU RECOMMEND THE COLLEGE: Almost 9 out of every 10 graduates indicated they would recommend JTCC to a person seeking to complete the same program. Five percent failed to address this item. The remaining graduates who said they would not recommend the College were enrolled in Management (3 or 16 percent of all Management respondents), Data Processing (2 or 15 percent), Nursing (2 or 9 percent), Business Administration (1 or 50 percent), Funeral Services (1 or 12 percent), and Electronics (1 or 7 percent).

EMPLOYMENT STATUS

The following is a summary of the employment status of the 1985 graduates. Where significant differences exist, the program and degree are specified.

EMPLOYED FULL OR PART TIME: Three out of every 4 graduates said they were employed on a full-time basis (down by 6 percent compared to 1984 graduates). Thirteen percent were employed part-time and the remainder indicated full-time military service (1 percent), unemployed and not seeking work (1 percent),and unemployed and seeking work (7 percent or 6 percent higher than 1984 graduates). College Transfer students were employed at a rate slightly less than Occupational/Technical and Certificate graduates, 75, 82 and 81 percent, respectively.

SOURCE OF JOB: The largest percentage of graduates (31 percent) gave a variety of sources when asked how they found out about their present job, including mailing out resumes and previous employment. An additional 28 percent said friend, 11 percent gave newspaper, 6 percent said faculty members, 4 percent said job placement and 1 percent cited the co-op programs.

DID GRADUATE HOLD JOB WHILE ENROLLED AT JTCC: Graduates were asked if they held their present jobs during their studies at JTCC and one-third said yes. Almost one-half responded no and 17 percent did not address this question. A larger proportion of

Occupational/Technical and Certificate graduates did not hold their present jobs in comparison to College Transfer graduates. Specifically, Nursing, Data Processing, Funeral Services, Electronics and Engineering students tended not to hold their present jobs while enrolled. In contrast, all of the Police Science graduates held their present jobs while at JTCC.

SALARY: Possibly due to the confidential nature of an individual's salary, about one-third (32 percent) of the graduates chose not to respond to this item. Of those graduates that did respond, one-fourth reported salaries in the range of $15,000 - 19,999, 18 percent indicated $10,000 - 14,999, and 10 percent said $20,000 - 24,999. An additional 7 percent indicated they earned $25,000 - 29,999 and 1 percent cited $30,000 or more. Salaries of less than $5,000 annually were given by 2 percent of the respondents, and 7 percent said they earned between $5,000 - 9,999. Most of these graduates were employed on a part-time basis or working outside of their fields of training. The highest salaries ($25,000 or more) were cited by graduates in the following areas: Funeral Services, Electronics, Nursing, Data Processing, Management, Instrumentation and Engineering.

JOB RELATED TO FIELD OF STUDY: Two-thirds of the graduates indicated that their current job is either directly or somewhat related to their fields of training. Fifteen percent said their jobs are not related and 17 percent failed to address this item.

EDUCATIONAL STATUS

Only 18 percent of all graduates indicated they are currently attending school. This percentage is down slightly, since 21 percent of the 1984 class said they were in school and 25 percent of the 1983 class attended school. Summary information is presented below for those who enrolled in school. (NOTE: Totals will not add up, because almost 80 percent of the graduates did not address these items.)

CLASSIFICATION: The majority of the graduates in school indicated junior status (9 or 7 percent), while several other classifications were given: freshman (5 or 4 percent), sophomore (7 or 5 percent), and seniors (3 or 2 percent). In addition, 2 or 50 percent of the College Transfer graduates said they were in school, 22 or 19 percent of the Occupational/Technical and none of the Certificate graduates said they were pursuing further studies.

CURRENTLY IN SCHOOL FULL OR PART-TIME: Of those attending school, 13 (or 10 percent) said they were full-time and 16 (or 12 percent) were part-time. In each of the degree programs, half of the students attended school full-time and the other half attended school part-time.

STUDYING IN SAME FIELD: Fourteen percent of the graduate respondents indicated that they are pursuing the same field of study in school, however, 8 percent said they are not. The remainder are not pursuing advanced study.

PROBLEMS TRANSFERRING: Of those in school, 18 (or 14 percent) said they had no problems transferring. Two graduates (or 1 percent) cited problems in having transfer credits accepted and 1 graduate said he/she had problems in meeting admission requirements. It is interesting to note that none of the College Transfer graduates had problems transferring. Transfer problems were cited, however, by Occupational/Technical graduates.

COMPARISON OF INSTRUCTION: Graduates were asked to compare instruction at their current institution with that at JTCC. Thirteen graduates (or 10 percent) said "about the same," 3 or 2 percent said "JTCC is better," and 3 or 2 percent said "there is no comparison." It is noteworthy that none of the graduates said that their present institution's instruction is better in comparison to JTCC.

For the most part, graduates who were in school reported enrollment at one of the following educational institutions (in descending order):

John Tyler Community College	12
Virginia State University	8
Virginia Commonwealth University	6
Old Dominion University	3
St. Leo College	1

PRINCIPAL FINDINGS AND RECOMMENDATIONS

Below is a list of principal findings based on the 1985 graduates who responded to the follow-up survey.

1. In evaluating academic support services and facilities, graduates gave the most positive ratings to the following: Admissions and Records, Bookstore, Parking, Business Office, and Library/Learning Resources.

2. Job Placement and Counseling Services received the largest number of negative ratings of all services and programs at the College.

3. Services and facilities that were least used by the 1985 graduates were: Veterans Affairs, Job Placement, Co-op Program, and the Learning Assistance Center.

4. The primary goals of graduates in attending JTCC were (in descending order): 61 percent said to pursue a career by obtaining an Associate degree, 17 percent said to obtain a Certificate, 14 percent said to complete courses to transfer, and 4 percent cited personal satisfaction.

5. A majority of the respondents (91 percent) rated the quality of instruction in their major as "superior" or "good."

6. Sixty-nine (69) percent said faculty advising was "superior" or "good"; 26 percent rated it as "fair" or "poor."

7. Three-fourths of the graduates rated access to faculty as "superior" or "good," while 21 percent gave a "fair" or "poor" rating.

8. The cost of books received one of the most negative of all ratings by graduates. Only 44 percent rated the cost as "superior" or "good," 43 percent said "fair," and 8 percent gave a "poor" rating.

9. Nine out of ten graduates said they would recommend the College to a person seeking to complete the same program.

10. Three out of every 4 graduates said they were employed on a full-time basis (down by 6 percent compared to last year). An additional 13 percent are employed on a part-time basis.

11. Two-thirds of the graduates indicated that their jobs are related to their fields of training.

12. Only 18 percent of the graduates said they were currently enrolled in an advanced program of study. This percentage is down slightly from those who pursued additional education in the 1984 and 1983 graduating classes.

13. Of those in school, only 3 students cited transfer problems. All of the students were Occupational/Technical graduates.

Based on the foregoing findings, the following recommendations are made:

1. That creative activities be explored, implemented, and evaluated to improve upon Job Placement; i.e., the expansion of information on prospective employers and job openings by Counseling Services staff, divisions, and departments.

2. That efforts be made to more clearly articulate the range of Counseling Services available. In addition to ingenuity, this may be accomplished through faculty and staff referrals.

3. That the College develop, implement, and evaluate a structured and effective advising system.

4. That the College continue to make every effort to keep the cost of books and supplies to a minimum.

5. That the College continue to provide students information about advanced educational opportunities.

BACKGROUND

JOHN TYLER COMMUNITY COLLEGE

GRADUATE FOLLOW-UP STUDY

BACKGROUND

Each fall, John Tyler Community College conducts an annual survey of the graduates of the previous spring's graduating class. The purposes of the follow-up study are: (1) to document student successes in the job market and in pursuit of advanced study; (2) to provide feedback to the College's administration and faculty as a basis for upgrading educational offerings and services; and (3) to provide the results of student opinions to other College personnel in academic and student services in order to improve services.

A total of 207 graduates who completed one of the College's Transfer, Occupational/Technical, or Certificate curriculums in June 1985 comprise the population of this study. The initial questionnaires were mailed to all graduates on November 1, 1985. Follow-up letters were sent at two-week intervals--November 15, 1985 and December 3, 1985--to all non-respondents. The response rate was as follows:

1st mailing	44/207	21 percent
2nd mailing	57/207	27 percent
3rd mailing	31/207	15 percent
Total	132/207	63 percent

The response rate dropped in comparison to last year's rate of 71 percent. The 1983 survey response rate was 62 percent.

A general description of the respondents based on a summary of general demographic questions follows.

TABLE 1
SEX OF GRADUATE RESPONDENTS

Sex	Frequency	Percent
Male	63	48
Female	69	52
Total	132	100

Table 1 gives the sex of the graduates who responded to the survey; forty-eight percent were male and 52 percent were female. This breakdown is somewhat dissimilar to the College's enrollment by sex which is 40 percent male and 60 percent female.

TABLE 2
MARITAL STATUS OF GRADUATE RESPONDENTS

Marital Status	Frequency	Percent
Single	48	36
Married	73	55
Other	8	6
No Response	3	2
Total	132	99*

*Rounding Error

The majority of the graduate respondents are married (73 or 55 percent), followed by those who are single (48 or 36 percent), "other" (8 or 6 percent) and 3 graduates who chose not to respond to this item.

TABLE 3
AGE OF GRADUATE RESPONDENTS

Age	Frequency	Percent
18-24	38	29
25-34	56	42
35-44	28	21
45-59	9	7
60 & over	1	1
Total	132	100

Table 3 gives the age distribution of the 1985 graduates who responded to the survey. Graduates in the age range 25-34 accounted for 56 persons or 42 percent of all graduates. This response was similar to that given by the 1984

graduate respondents, which accounted for 43 percent in the age range of 25-34. Thirty-eight or 29 percent of the 1985 graduates indicated their age was between 18-24 (the traditional college age group). The remaining graduates (28 or 21 percent) were between 35-44, nine or 7 percent were in the age bracket of 45-59 and 1 respondent was 60 years or older.

TABLE 4
ETHNIC STATUS OF GRADUATE RESPONDENTS

Ethnic Status	Frequency	Percent
White	105	79
Black	24	18
American Indian & Alaskan Native	0	0
Asian & Pacific Islander	3	2
Hispanic	0	0
Total	132	99*

*Rounding Error

The ethnic status of the graduates is presented in Table 4. Of those graduates who responded, 79 percent were white, 18 percent were black, and 2 percent were in an "other" category. This breakdown is remarkably similar to the 1983 and 1984 graduate respondents; 79 percent white, 17 percent black, and 3 percent "other."

TABLE 5
QUARTER IN WHICH GRADUATES FIRST ENROLLED

Quarter	Frequency	Percent
Fall	85	64
Winter	18	14
Spring	12	9
Summer	9	7
No Response	8	6
Total	132	100

As reflected in past follow-up studies, the majority of respondents (64 percent) began their studies at JTCC during the Fall. Subsequent quarters exhibit a steady decline in first quarter enrollment which is consistent with total student enrollment. Fourteen percent of the respondents said their

first quarter was Winter, 9 percent gave Spring as their first quarter, and 7 percent indicated Summer was their first quarter enrolled. Six percent did not respond to this item.

TABLE 6
QUARTER IN WHICH GRADUATES LAST ENROLLED

Quarter	Frequency	Percent
Fall	22	17
Winter	12	9
Spring	76	57
Summer	16	12
No Response	6	4
Total	132	99*

*Rounding Error

Again, as in previous studies, over half of all respondents (57 percent) indicated that Spring was their last quarter of enrollment. Fall was given as the last quarter of enrollment for 17 percent of the respondents, followed by 12 percent in the Summer and 9 percent in the Winter.

TABLE 7
FULL-TIME OR PART-TIME STATUS OF GRADUATES

Status	Frequency	Percent
Full-time	80	61
Part-time	51	39
No Response	1	1
Total	132	101*

*Rounding Error

Three out of every 5 graduates (61 percent) stated that they pursued their studies primarily on a full-time basis, while 39 percent attended primarily as part-time students. This is in direct contrast to overall student enrollment in which 18 percent of all students are full-time and 82 percent are part-time. Theoretically, the goal of most full-time students is graduation in comparison to part-time students, who desire mainly to complete one or more courses.

TABLE 8
DAY OR NIGHT CLASS ATTENDANCE

Primary Class Attendance	Frequency	Percent
Day	100	76
Night	31	23
No Response	1	1
Total	132	100

Three-fourths of the respondents (76 percent) stated they attended classes primarily during the day while 23 percent indicated they attended classes at night. The same rationale for full- and part-time students would apply to these findings. Most full-time students attend classes during the day, their goal being completion of requirements for graduation. Part-timers tend to couple work and school and are desirous of completing only a few courses. If graduation is a goal, it is a long-term one.

TABLE 9
RANK ORDER OF GRADUATES' REASONS FOR ATTENDING JTCC

Reasons	Primary	Secondary
Close to home	2	1
Inexpensive	3	2
Open admissions policy	4	4
Courses/Programs	1	3
Financial Aid	5	6
Job requirements	6	5
Other	7	7

As anticipated, the primary reason why students chose to attend John Tyler Community College was because of its courses and programs. This finding has been the primary reason in the previous three annual follow-up studies. Other primary reasons were (in descending order): close to home, inexpensive, open admission policy, financial aid, job requirements and "other" reasons. Secondary reasons were (in descending order): close to home, inexpensive, courses/programs, open admissions policy, job requirements, financial aid, and "other" reasons, which are specified in the Appendix of this report.

EVALUATION OF STUDENT SERVICES

EVALUATION OF STUDENT SERVICES

Graduates were asked to evaluate several services and facilities at John Tyler Community College. Utilizing a five-point Likert-type scale, the possible responses include: "superior," "good," "fair," "poor," and "did not use." The summary of student ratings is provided below:

TABLE 10
ADMISSIONS AND RECORDS

RATING	FREQUENCY	PERCENT
Superior	27	20
Good	92	70
Fair	12	9
Poor	0	-
Did Not Use	0	-
No Response	1	1
TOTAL	132	100

Overall, Admissions and Records was the most positively rated component by the graduate respondents. Table 10 indicates that ninety percent of the graduates rated Admissions and Records as "superior" or "good," 9 percent rated the department "fair," and 1 person did not respond to this item.

TABLE 11
BOOKSTORE

RATING	FREQUENCY	PERCENT
Superior	27	20
Good	82	62
Fair	18	14
Poor	4	3
Did Not Use	0	-
No Response	1	1
TOTAL	132	100

Eighty-two percent of the graduates rated the Bookstore as "superior" or "good," 14 percent rated it as "fair," and 3 percent rated it as "poor." One person chose not to respond to this item. (See Table 11.)

TABLE 12
BUSINESS OFFICE

RATING	FREQUENCY	PERCENT
Superior	19	14
Good	85	64
Fair	15	11
Poor	0	-
Did Not Use	8	6
No Response	5	4
TOTAL	132	99 *

* Discrepancy due to rounding.

Table 12 shows that the Business Office received a "superior" or "good" rating from 78 percent of the respondents. Eleven percent gave the Business Office a "fair" rating, and 6 percent stated that they did not use the services of the Business Office. Four percent chose not to address this item.

TABLE 13
CONTINUING EDUCATION

RATING	FREQUENCY	PERCENT
Superior	10	7
Good	46	35
Fair	9	7
Poor	2	1
Did Not Use	59	45
No Response	6	4
TOTAL	132	99 *

*Discrepancy due to rounding.

The Office of Continuing Education was given a "superior" or "good" rating by 42 percent of the respondents (Table 13). An almost equal percent (45) indicated that they did not use the service, while 7 percent rated it "fair," 1 percent rated the service "poor," and 4 percent chose not to respond. The use of graduates to rate this office is somewhat of a distortion since services are open to individuals and groups both on and off campus.

TABLE 14
CO-OP PROGRAM

RATING	FREQUENCY	PERCENT
Superior	5	4
Good	20	15
Fair	6	4
Poor	2	1
Did Not Use	84	64
No Response	15	11
TOTAL	132	99 *

*Discrepancy due to rounding.

Students were asked to rate the Co-op Program at the College. Although the College does not have an organized program for Co-op services, there are some departments that provide cooperative education. As expected (see Table 14), 64 percent of the respondents indicated they "did not use" the service, 4 percent rated it "superior," 15 percent rated it "good," 4 percent gave a "fair" rating, 1 percent rated it "poor," and 11 percent did not respond to this item.

TABLE 15
COUNSELING SERVICES

RATING	FREQUENCY	PERCENT
Superior	11	8
Good	49	37
Fair	25	19
Poor	8	6
Did Not Use	34	26
No Response	5	4
TOTAL	132	100

Table 15 shows that Counseling Services were rated "superior" or "good" by 45 percent of all respondents, 19 percent gave a "fair" response, 6 percent gave a "poor" rating, and over one-fourth (26 percent) gave a somewhat disturbing response of "did not use." Four percent did not address this item. It seems that clarity is needed among students as to what constitutes "counseling services."

TABLE 16
FINANCIAL AID

RATING	FREQUENCY	PERCENT
Superior	14	11
Good	34	26
Fair	9	7
Poor	3	2
Did Not Use	63	48
No Response	9	7
TOTAL	132	101 *

*Rounding Error

Almost half of the respondents (48 percent) indicated that they "did not use" the services of the Financial Aid Office (see Table 16). Slightly over one-third (37 percent) gave the office a "superior" or "good" rating, 7 percent rated it "fair," and 2 percent gave it a "poor" rating. Seven percent did not respond to this item.

TABLE 17
JOB PLACEMENT

RATING	FREQUENCY	PERCENT
Superior	10	7
Good	13	10
Fair	7	5
Poor	17	13
Did Not Use	71	54
No Response	14	11
TOTAL	132	100

Job Placement received the most negative rating of all student services, as shown in Table 17 above. In descending order, 54 percent of all respondents said they "did not use" the job placement service, 17 percent gave it a "superior" or "good" rating, 13 percent rated it "poor," and 5 percent gave a "fair" rating. An additional 11 percent did not address this item.

TABLE 18
DEVELOPMENTAL STUDIES

RATING	FREQUENCY	PERCENT
Superior	12	9
Good	45	34
Fair	6	4
Poor	2	1
Did Not Use	58	44
No Response	9	7
TOTAL	132	99 *

*Rounding error

The responses by the graduates indicate (as shown in Table 18) that almost 50 percent of them took one or more developmental courses. While 44 percent said they "did not use" the service while attending the College, 43 percent gave a "superior" or "good" rating, 4 percent said "fair," 1 percent said "poor," and 7 percent did not respond to this item.

TABLE 19
LIBRARY/LEARNING RESOURCES

RATING	FREQUENCY	PERCENT
Superior	27	20
Good	76	57
Fair	15	11
Poor	2	1
Did Not Use	4	3
No Response	8	6
TOTAL	132	98 *

*Rounding error

The Library and Learning Resources Center was given "superior" or "good" ratings by 77 percent of all graduates who responded (see Table 19). Eleven percent rated it "fair," 1 percent rated it "poor," and 3 percent indicated that they "did not use" this facility. Six percent of the respondents chose not to address this item.

TABLE 20
PARKING

RATING	FREQUENCY	PERCENT
Superior	34	26
Good	73	55
Fair	20	15
Poor	3	2
Did Not Use	0	-
No Response	2	1
TOTAL	132	99 *

*Rounding error

Table 20 shows that parking was given a "superior" or "good" rating by 81 percent of all the graduate respondents. Fair ratings were given by 15 percent of the respondents, 2 percent gave "poor" ratings, and 1 percent did not respond to this item.

TABLE 21
RECREATION FACILITIES

RATING	FREQUENCY	PERCENT
Superior	8	6
Good	53	40
Fair	22	17
Poor	4	3
Did Not Use	37	28
No Response	8	6
TOTAL	132	100

Over one-fourth of the graduate respondents stated that they "did not use" the College's recreational facilities (see Table 21). Forty-six percent rated the facilities "superior" or "good," 17 percent gave a rating of "fair," and 3 percent gave a rating of "poor." Six percent did not address this item.

TABLE 22
STUDENT ACTIVITIES

RATING	FREQUENCY	PERCENT
Superior	5	4
Good	38	29
Fair	18	14
Poor	5	4
Did Not Use	57	43
No Response	9	7
TOTAL	132	101 *

*Rounding error

Table 22 shows that a large majority of the graduates (43 percent) indicated that they "did not use" the services offered by Student Activities. "Superior" or "good" was cited by 33 percent of the graduate respondents, 14 percent rated it "fair" and 4 percent rated it "poor." Seven percent did not respond to this item.

TABLE 23
STUDENT LOUNGE & FOOD SERVICES

RATING	FREQUENCY	PERCENT
Superior	7	5
Good	58	44
Fair	54	41
Poor	7	5
Did Not Use	3	2
No Response	3	2
TOTAL	132	99 *

*Rounding error

The Student Lounge and Food Services were given higher ratings by the 1985 graduates than by the three previous graduating classes (see Table 23). Almost half of the graduate respondents (49 percent) rated the Student Lounge and Food Services "superior" or "good." Forty-one percent gave a "fair" rating, 5 percent gave a "poor" rating and 2 percent said they "did not use" the services. Two percent gave no response to this item.

TABLE 24
VETERANS AFFAIRS

RATING	FREQUENCY	PERCENT
Superior	7	5
Good	17	13
Fair	5	4
Poor	0	-
Did Not Use	87	66
No Response	16	12
TOTAL	132	100

A vast majority of the graduate respondents (66 percent) cited that they "did not use" the services of the Veterans Affairs Office (Table 24). "Superior" or "good" ratings were given by 18 percent of the graduates and 4 percent gave it a "fair" rating. Twelve percent chose not to respond to this item.

TABLE 25
EXTENDED LEARNING INSTITUTE

RATING	FREQUENCY	PERCENT
Superior	15	11
Good	39	29
Fair	8	6
Poor	2	1
Did Not Use	62	47
No Response	6	4
TOTAL	132	98 *

*Rounding error

As shown in Table 25, almost one-half of the graduate respondents (47 percent) indicated that they "did not use" the services of the Extended Learning Institute. Forty percent of the respondents gave ELI a "superior" or "good" rating, 6 percent gave it a "fair" rating, and 1 percent gave a "poor" rating. Four percent did not respond to this item.

TABLE 26
LEARNING ASSISTANCE CENTER

RATING	FREQUENCY	PERCENT
Superior	11	8
Good	25	19
Fair	9	7
Poor	1	1
Did Not Use	76	57
No Response	10	7
TOTAL	132	99 *

*Rounding error

Fifty-seven percent of the graduate respondents stated that they "did not use" the services offered by the Learning Assistance Center. In descending order, 27 percent rated the Center "superior" or "good," 7 percent rated it "fair" and 1 percent rated it "poor." Seven percent did not address this item.

EVALUATION OF ACADEMIC SERVICES

EVALUATION OF ACADEMIC SERVICES

Below is a numerical list of the 1985 graduates who responded to the survey instrument according to the program of study completed. Although several students received dual degrees (in areas such as Business Administration, Accounting and Child Care Aide), they are counted only once.

. College Transfer	(4)
.. Business Administration	2
.. General Studies	1
.. Science	1
. Occupational/Technical	(112)
.. Funeral Services	8
.. Nursing	22
.. Accounting	1
.. Data Processing	13
.. Management	19
.. Hotel Restaurant Inst. Mgmt.	1
.. Beverage Marketing	2
.. Secretarial Science	2
.. Police Science	5
.. Human Services	8
.. Architecture	2
.. Automotive	4
.. Instrumentation	5
.. Engineering Technology	5
.. Electronics	15
. Certificate	(16)
.. Clerical Studies	1
.. Teacher Aide	4
.. Child Care Aide	5
.. Machine Shop	3
.. Welding	3
. Total Respondents	132

A cross-tabulation of the respondents evaluation of instruction by program of study and degree type (College Transfer, Occupational/Technical and Certificate) is presented on the following pages. Because of the small sample size in several programs, data are collapsed in the tables and narrated by program when significant differences are observed.

TABLE 27
DEGREE BY
PRIMARY GOAL IN ATTENDING JTCC

DEGREE	PRIMARY GOAL						
	Transfer	Assoc. Degree	Certif-icate	Pers. Satis.	Other	No Response	Total
College Transfer							
No.	4	0	0	0	0	0	4
Row %	(100)						(100)
Col %	(22)						(3)
Occupational/ Technical							
No.	13	81	8	5	3	2	112
Row %	(12)	(72)	(7)	(4)	(3)	(2)	(100)
Col %	(72)	(100)	(36)	(100)	(100)	(67)	(85)
Certificate							
No.	1	0	14	0	0	1	16
Row %	(6)		(87)			(6)	(99)*
Col %	(5)		(64)			(33)	(12)
Total							
No.	18	81	22	5	3	3	132
Row %	(14)	(61)	(17)	(4)	(2)	(2)	(100)
Col %	(99)*	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding Error

Table 27 gives the graduate's primary goal for attending the College. Overall, the majority of the graduates' primary goals are consistent with their degree received. All of the College Transfer graduates said their primary goal was to transfer. Seventy-two percent of the Occupational/Technical graduates cited upgrading job skills by obtaining an Associate Degree as their primary goal in attending. Only 12 percent gave their primary goal as college transfer, 7 percent to obtain a Certificate, 4 percent selected personal satisfaction and 3 percent chose another reason for attending. An overwhelming percentage of Certificate graduates (87 percent) indicated that obtaining a certificate to improve employment and career skills was their primary goal. Only 1 or 6 percent of the Certificate graduates stated transfer

as his primary goal. Three graduates chose not to respond to this item (2 Occupational/Technical graduates and 1 Certificate graduate).

TABLE 28
DEGREE BY SATISFACTION WITH
PROGRAMS/SERVICES TO MEET GOAL

	SATISFACTION WITH PROGRAMS/SERVICES						
DEGREE	Very Satis.	Somewhat Satis.	Un-decided	Somewhat Dissat.	Very Dissat.	No Response	Total
College Transfer							
No.	1	2	1	0	0	0	4
Row %	(25)	(50)	(25)				(100)
Col %	(1)	(4)	(20)				(3)
Occupational/ Technical							
No.	63	41	4	3	1	0	112
Row %	(56)	(37)	(3)	(3)	(1)		(100)
Col %	(84)	(87)	(80)	(100)	(100)		(85)
Certificate							
No.	11	4	0	0	0	1	16
Row %	(69)	(24)				(6)	(100)
Col %	(15)	(8)				(100)	(12)
Total							
No.	75	47	5	3	1	1	132
Row %	(57)	(36)	(4)	(2)	(1)	(1)	(100)
Col %	(100)	(99)*	(100)	(100)	(100)	(100)	(100)

* Rounding Error

Graduates were asked to evaluate the extent to which they are satisfied with the programs and services that the College provided to assist them in achieving their goal (Table 28). Almost all of the graduates who responded (93 percent) indicated that they were satisfied with the programs and services the College provided. Only 5 percent of the graduates were undecided and 4 percent were dissatisfied. The following is a breakdown by program of study of those who were undecided: Business Administration (1), Data Processing (1), Management (1), Human Services (1) and Instrumentation (1). The graduates who were dissatisfied with the programs and services provided were enrolled in

Electronics (2), Funeral Services (1), and Nursing (1). One graduate chose not to respond to this item.

TABLE 29
DEGREE BY COMPLETION
OF DEVELOPMENTAL COURSES

DEGREE	COMPLETION OF DEVELOPMENTAL COURSES			
	Yes	No	No Response	Total
College Transfer				
No.	2	2	0	4
Row %	(50)	(50)		(100)
Col %	(3)	(3)		(3)
Occupational/ Technical				
No.	49	55	8	112
Row %	(44)	(49)	(7)	(100)
Col %	(82)	(90)	(73)	(85)
Certificate				
No.	9	4	3	16
Row %	(56)	(25)	(19)	(100)
Col %	(15)	(6)	(27)	(12)
Total				
No.	60	61	11	132
Row %	(45)	(46)	(8)	(100)
Col %	(100)	(99)*	(100)	(100)

* Rounding Error

Almost one-half of all the graduate respondents (45 percent) indicated that they had completed one or more developmental courses and 46 percent said they did not (Table 29). Eleven graduates (or 8 percent) gave no response to this item. Responses of College Transfer and Occupational/Technical graduates were proportionately divided among those who completed developmental courses and those who did not. However, a larger percentage of Certificate graduates indicated completion of one or more courses (56 percent responded yes, 25 percent answered no, and 19 percent gave no response).

TABLE 30
DEGREE BY CERTIFICATION/LICENSING
IN PROFESSION

	CERTIFIED/LICENSED				
DEGREE	Yes	No	Not Applicable	No Response	Total
College Transfer					
No.	0	2	2	0	4
Row %		(50)	(50)		(100)
Col %		5	(5)		(3)
Occupational/ Technical					
No.	37	35	35	5	112
Row %	(33)	(31)	(31)	(4)	(99)*
Col %	(82)	(83)	(87)	(100)	(85)
Certificate					
No.	8	5	3	0	16
Row %	(50)	(31)	(19)		(100)
Col %	(18)	(12)	(17)		(12)
Total					
No.	45	42	40	5	132
Row %	(34)	(32)	(30)	(4)	(100)
Col %	(100)	(100)	(99)*	(100)	(100)

* Rounding Error

One-third of the graduate respondents (34 percent) indicated that they had been certified or licensed in their chosen fields (Table 30). Of this number, 82 percent were Occupational/Technical graduates, specifically Nursing students (21 out of 22 graduates had been licensed) and Funeral Services graduates (7 out of 8 had been licensed). Almost 70 percent of the respondents said "no" or "not applicable" to this item or gave no response.

TABLE 31
DEGREE BY QUALITY OF INSTRUCTION
IN MAJOR CURRICULUM

	QUALITY OF INSTRUCTION					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	2	1	0	0	4
Row %	(25)	(50)	(25)			(100)
Col %	(2)	(3)	(10)			(3)
Occupational/ Technical						
No.	42	61	9	0	0	112
Row %	(37)	(54)	(8)			(99)*
Col %	(81)	(88)	(90)			(85)
Certificate						
No.	9	6	0	0	1	16
Row %	(56)	(37)			(6)	(99)*
Col %	(17)	(9)			(100)	(12)
Total						
No.	52	69	10	0	1	112
Row %	(39)	(52)	(7)		(1)	(100)
Col %	(100)	(100)	(100)		(100)	(100)

*Rounding Error

Table 31 gives the quality of instruction in the graduate's curriculum by type of degree. "Superior" or "good" ratings were given by 91 percent of the respondents. Seven percent of the graduates stated that the instruction was fair, and it is encouraging to note that none of the graduates indicated that the instruction was "poor." The following programs that received "fair" ratings were: Management (2), Electronics (2), Funeral Services (1), Nursing (1), Data Processing (1), Business Administration (1), Automotive (1), and Instrumentation (1).

TABLE 32
DEGREE BY QUALITY OF INSTRUCTION
NOT IN MAJOR CURRICULUM

	QUALITY OF INSTRUCTION NOT IN MAJOR					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	2	1	0	0	4
Row %	(25)	(50)	(25)			(100)
Col %	(4)	(2)	(8)			(3)
Occupational/ Technical						
No.	19	80	11	1	1	112
Row %	(17)	(71)	(10)	(1)	(1)	(100)
Col %	(83)	(86)	(92)	(100)	(33)	(85)
Certificate						
No.	3	11	0	0	2	16
Row %	(19)	(69)			(12)	(100)
Col %	(13)	(12)			(67)	(12)
Total						
No.	23	93	12	1	3	132
Row %	(17)	(70)	(9)	(1)	(2)	(100)
Col %	(100)	(100)	(100)	(100)	(100)	(100)

Almost 90 percent of all respondents rated quality of instruction outside of their major curriculum as "superior" or "good" (Table 32). This is four percentage points lower that the evaluation within the major. Nine percent gave a "fair" rating, 1 percent gave a "poor" rating and 2 percent did not respond to this item. "Fair" ratings were given by graduates in the following programs of study: Nursing (3), Management (2), Business Administration (1), Data Processing (1), Beverage Marketing (1), Human Services (1), Instrumentation (1), Engineering Technology (1) and Electronics (1). One graduate in the Funeral Services curriculum gave a rating of "poor."

TABLE 33
DEGREE BY COURSE CONTENT
IN MAJOR CURRICULUM

	COURSE CONTENT IN MAJOR					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	3	0	0	0	4
Row %	(25)	(75)				(100)
Col %	(2)	(4)				(3)
Occupational/ Technical						
No.	41	62	9	0	0	112
Row %	(37)	(55)	(17)			(99)*
Col %	(84)	(86)	(100)			(85)
Certificate						
No.	7	7	0	0	2	16
Row %	(44)	(44)			12	(100)
Col %	(14)	(10)			(100)	(12)
Total						
No.	49	72	9	0	2	132
Row %	(37)	(54)	(7)		(1)	(100)
Col %	(100)	(100)	(100)		(100)	(100)

*Rounding Error

When asked to evaluate the course content in their major curriculum, an encouraging 91 percent of the graduates who responded rated course content as "superior" or "good." Only 7 percent of the graduates rated course content "fair" and none of the graduates rated it "poor." One percent of the graduates did not respond to this item (Table 33).

TABLE 34
DEGREE BY FACULTY ADVISING

	FACULTY ADVISING					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	2	2	0	0	4
Row %	(50)	(50)	(50)			(100)
Col %	(3)	(7)				(3)
Occupational/ Technical						
No.	23	54	26	6	3	112
Row %	(20)	(48)	(23)	(5)	(3)	(99)*
Col %	(82)	(84)	(90)	(100)	(60)	(85)
Certificate						
No.	5	8	1	0	2	16
Row %	(31)	(50)	(6)		(12)	(99)*
Col %	(18)	(12)	(3)		(40)	(12)
Total						
No.	28	64	29	6	5	132
Row %	(21)	(48)	(22)	(4)	(4)	(100)
Col %	(100)	(99)*	(100)	(100)	(100)	(100)

*Rounding Error

Table 34 gives the graduate respondents' perception of faculty advising at the College. Sixty-nine percent of the graduates rated faculty advising as "superior" or "good." This rating is four percentage points higher than the graduate respondents in 1984. This should still be a point of major concern. Twenty-two percent of the respondents gave a rating of "fair," 4 percent rated advising as "poor," and 4 percent did not respond to this item.

An analysis by degree and programs shows that of the 29 graduates that gave a "fair" rating, 2 (or 7 percent) were College Transfer students enrolled in Business Administration and General Studies. One Certificate graduate (5 percent) enrolled in Machine Shop gave a "fair" rating. Ninety percent of the respondents that gave a "fair" rating were Occupational/Technical graduates who were enrolled in the following

areas: Management (8), Police Science (3), Human Services (3), Instrumentation (3), Nursing (2), Data Processing (2), Architecture (2), Funeral Services (1), Automotive (1) and Electronics (1). Graduates who rated faculty advising as "poor" were all Occupational/Technical students enrolled in Data Processing (2) and one student each in Funeral Services, Nursing, Beverage Marketing and Electronics.

TABLE 35
DEGREE BY ACCESS TO FACULTY

	ACCESS TO FACULTY					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	2	1	0	0	4
Row %	(25)	(50)	(25)			(100)
Col %	(3)	(3)	(4)			(3)
Occupational/ Technical						
No.	30	56	20	5	1	112
Row %	(27)	(50)	(18)	(4)	(1)	(100)
Col %	(91)	(82)	(91)	(100)	(25)	(85)
Certificate						
No.	2	10	1	0	3	16
Row %	(12)	(62)	(6)		(19)	(99)*
Col %	(6)	(15)	(4)		(75)	(12)
Total						
No.	33	68	22	5	4	132
Row %	(25)	(51)	(17)	(4)	(3)	(100)
Col %	(100)	(100)	(99)*	(100)	(100)	(100)

*Rounding Error

The majority of the graduates (76 percent) rated access to faculty as "superior" or "good," while 17 percent said "fair", 4 percent gave a "poor" rating and 3 percent did not address this item (Table 35). Proportionately, College Transfer (75 percent), Occupational/Technical (77 percent) and Certificate (74 percent) graduates gave a "superior" or "good" rating. One College Transfer graduate and 1 Certificate graduate

gave a "fair" rating and were enrolled in General Studies and Clerical Studies, respectively. Ninety-one percent of the students that gave a "fair" rating were enrolled in the following Occupational/Technical programs: Management (5), Data Processing (3), Human Services (3), Instrumentation (3), Architecture (2), Funeral Services (1), Nursing (1), Police Science (1), and Electronics (1). All of the "poor" ratings were given by Occupational/Technical graduates enrolled in the following areas: Data Processing (2), Nursing (1), Beverage Marketing (1), and Electronics (1).

TABLE 36
DEGREE BY LAB EQUIPMENT AND FACILITIES

	LAB EQUIPMENT AND FACILITIES					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	3	1	0	0	4
Row %	(75)	(25)				(100)
Col %	(4)	(4)				(3)
Occupational/ Technical						
No.	20	59	22	7	4	112
Row %	(18)	(53)	(20)	(6)	(3)	(100)
Col %	(83)	(84)	(92)	(100)	(57)	(85)
Certificate						
No.	4	8	1	0	3	16
Row %	(25)	(50)	(6)		(19)	(100)
Col %	(17)	(11)	(4)		(43)	(12)
Total						
No.	24	70	24	7	7	132
Row %	(18)	(53)	(18)	(5)	(5)	(99)*
Col %	(100)	(99)*	(100)	(100)	(100)	(100)

*Rounding Error

Almost three-fourths of those who responded to the question about the College's lab equipment and facilities said they are "superior," or "good", 18 percent said they are "fair," 5 percent gave a "poor" rating, and 5 percent did not respond to this item (Table 36). The total

number of responses to this item are exactly the same as the responses of the 1984 graduates. College Transfer graduates rated the equipment and facilities as "good," with the exception of a General Studies graduate.

Almost 3 out of every 4 Occupational/Technical students gave lab equipment and facilities a "superior" or "good" rating. The remainder (29 percent) either rated the lab equipment and facilities as "fair," "poor," or provided no response. "Fair" ratings were given in the following disciplines (in descending order): Nursing (5 or 23 percent of the Nursing graduates), Instrumentation (4 or 80 percent), Automotive (3 or 75 percent), Data Processing (2 or 15 percent), Management (2 or 10 percent), Engineering (2 or 40 percent), Architecture (1 or 50 percent), Funeral Services (1 or 12 percent), Human Services (1 or 12 percent), and Electronics (1 or 7 percent). "Poor" ratings were given by the following graduates: Data Processing (2 or 15 percent), Electronics (2 or 13 percent), Architecture (1 or 50 percent), Management (1 or 5 percent), and Nursing (1 or 4 percent).

Seventy-five percent of the Certificate graduates rated the lab equipment and facilities "superior" or "good," while 6 percent or 1 Child Care Aide graduate gave a "fair" rating. Nineteen percent of the Certificate graduates did not respond to this item.

TABLE 37
DEGREE BY EVALUATION BY INSTRUCTOR
(GRADES, TESTS, ETC.)

	EVALUATION BY INSTRUCTOR					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	3	0	0	0	4
Row %	(25)	(75)				(100)
Col %	(3)	(4)				(3)
Occupational/ Tech						
No.	25	67	16	2	2	112
Row %	(22)	(60)	(14)	(2)	(2)	(100)
Col %	(78)	(86)	(100)	(100)	(50)	(85)
Certificate						
No.	6	8	0	0	2	16
Row %	(37)	(50)			(12)	(99)*
Col %	(19)	(10)			(50)	(12)
Total						
No.	32	78	16	2	4	132
Row %	(24)	(59)	(12)	(1)	(3)	(99)*
Col %	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding Error

Table 37 shows that the majority of the graduate respondents (83 percent) felt that their evaluation by instructors was "superior" or "good," 12 percent rated it as "fair," 1 percent gave a "poor" rating, and 3 percent did not respond to this item. It is interesting to note that 100 percent of the College Transfer students gave a rating of "superior" or "good." Eighty-two percent of the Occupational/Technical students gave a rating of "superior" or "good," while 14 percent said it was "fair," 2 percent said "poor," and 2 percent did not address this item. The majority of the Certificate students (87 percent) gave a "superior" or "good" rating. Overall, only 2 students gave this item a "poor" rating (Funeral Services and Electronics).

TABLE 38
DEGREE BY CLASSROOM SIZE

DEGREE	CLASSROOM SIZE					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	3	0	0	0	4
Row %	(25)	(75)				(100)
Col %	(3)	(4)				(3)
Occupational/ Technical						
No.	26	68	13	2	3	112
Row %	(23)	(61)	(12)	(2)	(3)	(101)*
Col %	(90)	(82)	(93)	(100)	(75)	(85)
Certificate						
No.	2	12	1	0	1	16
Row %	(12)	(75)	(6)		6	(99)*
Col %	(7)	(14)	(7)		(25)	(12)
Total						
No.	29	83	14	2	4	132
Row %	(22)	(63)	(11)	(1)	(3)	(100)
Col %	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding Error

Generally, classroom size received positive ratings by graduates. Eighty-five percent rated class size as "superior" or "good" (Table 38). This percentage was also given by the 1984 graduate respondents. Eleven percent of the 1985 graduates rated class size as "fair," 1 percent gave a "poor" rating, and 3 percent did not address this item. Two persons gave class size a "poor" rating; one was enrolled in Data Processing and the other was a Police Science student.

TABLE 39
DEGREE BY COST OF BOOKS AND SUPPLIES

	COST OF BOOKS AND SUPPLIES					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	3	1	0	0	4
Row %	(75)	(25)				(100)
Col %	(5)	(2)				(3)
Occupational/ Technical						
No.	3	44	50	11	4	112
Row %	(3)	(39)	(45)	(10)	(3)	(100)
Col %	(100)	(78)	(88)	(100)	(80)	(85)
Certificate						
No.	0	9	6	0	1	16
Row %		(56)	(37)		(6)	(99)*
Col %		(16)	(10)		(20)	(12)
Total						
No.	3	56	57	11	5	132
Row %	(2)	(42)	(43)	(8)	(4)	(99)*
Col %	(100)	(99)*	(100)	(100)	(100)	(100)

*Rounding Error

One of the most negative of all evaluations was received concerning the cost of books and supplies. As presented in Table 39, only 2 percent gave a "superior" rating, and 42 percent said the cost was "good." In combining "superior" and "good," however, this is the highest positive rating of the cost of books and supplies by graduates since 1982. Forty-three percent of the graduate respondents stated that the costs are "fair." This is the lowest percentage of "fair" ratings since 1982. Eight percent cited "poor," and this percentage is also the lowest since 1982. Four percent failed to address this item. "Poor" ratings were given by students in the following Occupational/Technical programs: Nursing (2), Data Processing (2), Funeral Services (1), Management (1), Beverage Marketing (1), Police Science (1), Human Services (1), Automotive (1), and Instrumentation

(1). There were no College Transfer or Certificate graduates that gave this item a "poor" rating.

TABLE 40
DEGREE BY OVERALL QUALITY OF INSTRUCTION

	OVERALL QUALITY OF INSTRUCTION					
DEGREE	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	1	3	0	0	0	4
Row %	(25)	(75)				(100)
Col %	(2)	(4)				(3)
Occupational/ Technical						
No.	29	67	15	1	0	112
Row %	(26)	(60)	(13)	(1)		(100)
Col %	(74)	(88)	(100)	(100)		(85)
Certificate						
No.	9	6	0	0	1	16
Row %	(56)	(37)			(6)	(99)*
Col %	(23)	(8)			(100)	(12)
Total						
No.	39	76	15	1	1	132
Row %	(29)	(57)	(11)	(1)	(1)	(99)*
Col %	(99)	(100)	(100)	(100)	(100)	(100)

*Rounding Error

The majority (86 percent) of all graduates who responded rated the overall quality of instruction as "superior" or "good" (Table 40). This rating is eight percentage points lower than the 1984 graduate responses. Eleven percent of the graduates gave a "fair" rating. Only one student, in Funeral Services, gave a "poor" rating. One student did not respond to this item.

TABLE 41
DEGREE BY RECOMMENDATION OF COLLEGE

DEGREE	RECOMMEND COLLEGE Yes	No	No Response	Total
College Transfer				
No.	3	1	0	4
Row %	(75)	(25)		(100)
Col %	(3)	(10)		(3)
Occupational /Technical				
No.	98	9	5	112
Row %	(87)	(8)	(4)	(99)*
Col %	(85)	(90)	(71)	(85)
Certificate				
No.	14	0	2	16
Row %	(87)		(12)	(99)*
Col %	(12)		(28)	(12)
Total				
No.	115	10	7	132
Row %	(87)	(7)	(5)	(100)
Col %	(100)	(100)	(99)*	(100)

*Rounding Error

Almost 9 out of every 10 graduates indicated that they would recommend JTCC to a person seeking to complete the same program (see Table 41). Five percent of the graduates did not address this item. The remaining graduates who said they would not recommend the College were enrolled in the following programs: Management (3 or 16 percent of all Management graduate respondents), Data Processing (2 or 15 percent), Nursing (2 or 50 percent), Funeral Services (1 or 12 percent) and Electronics (1 or 7 percent). It is noteworthy that all Certificate graduates said they would recommend the College.

EMPLOYMENT STATUS

EMPLOYMENT STATUS

The employment status of members of the 1985 graduating class who responded to the survey is presented in Table 42. Sixty-eight percent of the graduate respondents said they were employed on a full-time basis (down by 6 percent compared to last year). Thirteen percent of the graduates were employed part-time, and the remainder indicated full-time military service (1 percent), unemployed and not seeking work (1 percent), and unemployed and seeking work (7 percent), the latter of which is 6 percent higher compared to last year. A total of 13 graduates or 10 percent did not respond to this item. An analysis of the data shows that Occupational/Technical graduates and Certificate graduates are employed at a similar rate, 82 and 81 percent, respectively. College Transfer graduates are employed at a rate slightly less than other graduates (75 percent).

TABLE 42
DEGREE BY EMPLOYMENT STATUS

	EMPLOYMENT STATUS						
DEGREE	Full Time	Part Time	Military Service	Unempl Seeking	Unempl N/Seek	No Response	Total
College Transfer							
No.	3	0	0	0	0	1	4
Row %	(75)					(25)	(100)
Col %	(3)					(8)	(3)
Occupational/Technical							
No.	80	11	1	7	2	11	112
Row %	(71)	(10)	(1)	(6)	(2)	(10)	(100)
Col %	(89)	(65)	(100)	(78)	(100)	(85)	(85)
Certificate							
No.	7	6	0	2	0	1	16
Row %	(44)	(37)		(12)		(6)	(99)*
Col %	(8)	(35)		(22)		(8)	(12)
Total							
No.	90	17	1	9	2	13	132
Row %	(68)	(13)	(1)	(7)	(1)	(10)	(100)
Col %	(100)	(100)	(100)	(100)	(100)	(101)*	(100)

* Rounding Error

TABLE 43
DEGREE BY SOURCE OF JOB

	SOURCE OF JOB							
DEGREE	Co-op Prog.	Faculty Member	Friend	Job Place.	News Paper	Other	No Response	Total
College Transfer								
No.	0	0	1	0	0	1	2	4
Row %			(25)			(25)	(50)	(100)
Col %			(3)			(2)	(8)	(3)
Occupational/Technical								
No.	1	7	34	3	13	33	21	112
Row %	(1)	(6)	(30)	(3)	(12)	(29)	(19)	(100)
Col %	(100)	(87)	(92)	(60)	(93)	(80)	(81)	(85)
Certificate								
No.	0	1	2	2	1	7	3	16
Row %		(6)	(12)	(12)	(6)	(44)	(19)	(99)*
Col %		(12)	(5)	(40)	(7)	(17)	(11)	(12)
Total								
No.	1	8	37	5	14	41	26	132
Row %	(1)	(6)	(28)	(4)	(11)	(31)	(20)	(101)*
Col %	(100)	(99)*	(100)	(100)	(100)	(99)*	(100)	(100)

*Rounding Error

When graduates were asked "how did you find out about your (present) job," a variety of responses were given (Table 43). The largest percentage of the graduates indicated "other" (31 percent) as the source of their jobs, followed by friend (28 percent), job placement (4 percent), and co-op program (1 percent). Twenty percent of the graduates provided no response. "Other" sources are provided in the section on "Student Comments" in this report.

Graduates were asked if they held their present jobs during their studies at JTCC (Table 44). One-third of the graduates (34 percent) said "yes," almost one-half (49 percent) said "no" and 17 percent did not respond to this question. When responses were reviewed by degree, a larger proportion of Occupational/Technical and Certificate graduates

TABLE 44
DEGREE BY JOB HELD WHILE
ENROLLED AT JTCC

DEGREE	JOB HELD WHILE ENROLLED AT JTCC			
	Yes	No	No Response	Total
College Transfer				
No.	2	1	1	4
Row %	(50)	(25)	(25)	(100)
Col %	(4)	(1)	(4)	(3)
Occupational/Technical				
No.	40	55	17	112
Row %	(36)	(49)	(15)	(100)
Col %	(87)	(85)	(77)	(84)
Certificate				
No.	3	9	4	16
Row %	(19)	(56)	(25)	(100)
Col %	(7)	(14)	(18)	(12)
Total				
No.	45	65	22	132
Row %	(34)	(49)	(17)	(100)
Col %	(100)	(100)	(99)*	(100)

* Rounding Error

did not hold their present jobs while in school in comparison to College Transfer students. Specifically, almost 70 percent of the Nursing students (15) said they did not hold their present jobs while enrolled. Similar responses were given by Data Processing students (4 or 50 percent), Funeral Services students (4 or 50 percent) and Electronics and Engineering graduates. In contrast, 100 percent of the Police Science graduates held their present jobs while enrolled at JTCC.

Table 45 gives the graduates' degree by job promotion since they completed their studies at JTCC. Only one-fourth of all the graduate respondents indicated that they had received job promotion(s), with at least half of the respondents in the following programs reporting that they have received promotions: Business Administration (1 or 50

TABLE 45
DEGREE BY JOB PROMOTION

DEGREE	JOB PROMOTION Yes	No	No Response	Total
College Transfer				
No.	1	2	1	4
Row %	(25)	(50)	(25)	(100)
Col %	(3)	(3)	(3)	(3)
Occupational/ Technical				
No.	25	64	23	112
Row %	(22)	(57)	(20)	(99)*
Col %	(73)	(91)	(82)	(85)
Certificate				
No.	8	4	4	16
Row %	(50)	(25)	(25)	(100)
Col %	(23)	(6)	(14)	(12)
Total				
No.	34	70	28	132
Row %	(26)	(53)	(21)	(100)
Col %	(99)*	(100)	(99)*	(100)

*Rounding Error

percent), Secretarial Science (1 or 50 percent), Automotive (2 or 50 percent), Instrumentation (3 or 60 percent), Machine Shop (2 or 67 percent), and Welding (2 or 67 percent). Graduates in the following programs received the largest number of promotions: Nursing (8 or 36 percent), Data Processing (3 or 23 percent), Funeral Services (3 or 37 percent), Management (3 or 16 percent), and Child Care Aide (3 or 60 percent).

One of the most confidential items on the survey was the salaries of the graduates (presented in Table 46). Slightly less than one-third (32 percent) of the respondents chose not to respond to this item. Almost one-fourth reported salaries in the $15,000 - 19,999 range, and 18 percent indicated salaries from $10,000 - 14,999. Ten (10) percent gave $20,000 - 24,999, 7 percent said they earned $5,000 - 9,999,

TABLE 46
DEGREE BY SALARY

DEGREE	SALARY Up to 4,999	$5,000 9,999	$10,000 14,999	$15,000 19,999	$20,000 24,999	$25,000 29,999	$30,000 & over	No Response	Total
College Transfer									
No.	0	0	1	0	0	2	0	1	4
Row %			(25)			(50)		(25)	(100)
Col %			(4)			(22)		(2)	(3)
Occupational/ Technical									
No.	2	7	20	28	12	7	2	34	112
Row %	(2)	(6)	(18)	(25)	(11)	(6)	(2)	(30)	(100)
Col %	(67)	(70)	(83)	(96)	(92)	(78)	(100)	(81)	(85)
Certificate									
No.	1	3	3	1	1	0	0	7	16
Row %	(6)	(19)	(19)	(6)	(6)			(44)	(100)
Col %	(33)	(30)	(12)	(3)	(8)			(17)	(12)
Total									
No.	3	10	24	29	13	9	2	42	132
Row %	(2)	(7)	(18)	(22)	(10)	(7)	(1)	(32)	(99)*
Col %	(100)	(100)	(99)*	(99)*	(100)	(100)	(100)	(100)	(100)

* Rounding Error

7 percent also indicated they earned $25,000 - 29,999, and 1 percent earned $30,000 or more.

Salaries of less than $5,000 were cited by 3 (or 2 percent) of the graduates. Those students were employed part-time and were enrolled in Management (2) and Child Care Aide (1). The highest salaries ($25,000 or more) were given by graduates in the following areas: Funeral Services (2), Electronics (2), and 1 student each in Nursing, Data Processing, Management, Instrumentation, and Engineering.

Table 47 gives the number of hours worked per week by the graduate respondents. The majority of the graduates worked an average of 40 hours per week, and 11 percent indicated that they worked less than

TABLE 47
DEGREE BY HOURS WORKED PER WEEK

DEGREE	HOURS WORKED PER WEEK				
	Less Than 40	40	More Than 40	No Response	Total
College Transfer					
No.	0	3	0	1	4
Row %		(75)		(25)	(100)
Col %		(4)		(2)	(3)
Occupational/ Technical					
No.	13	63	5	31	112
Row %	(12)	(56)	(4)	(28)	(100)
Col %	(87)	(87)	(100)	(77)	(85)
Certificate					
No.	2	6	0	8	16
Row %	(12)	(37)		(50)	(99)*
Col %	(13)	(8)		(20)	(12)
Total					
No.	15	72	5	40	132
Row %	(11)	(54)	(4)	(31)	(100)
Col %	(100)	(99)*	(100)	(99)*	(100)

*Rounding Error

40 hours per week. Four percent of the respondents cited more than 40 hours per week worked and 31 percent did not address this item.

Two-thirds of the graduate respondents (67 percent) said that the job they currently have is either directly or somewhat related to their fields of training (Table 48). Only 15 percent said their positions were not related to training. (See list of job titles). Seventeen percent of the respondents did not address this item. All of the graduates in the following areas that were employed indicated working in their respective fields: Teacher Aide, Nursing, Data Processing, Hotel/Restaurant Institutional Management, Beverage Marketing, Secretarial Science, Architecture, Automotive, and Engineering Technology. Graduates who indicated they were not working in their

TABLE 48
DEGREE BY JOB RELATEDNESS

DEGREE	JOB RELATEDNESS Yes, Directly	Yes, Indirectly	No	No Response	Total
College Transfer					
No.	1	0	2	1	4
Row %	(25)		(50)	(25)	(100)
Col %	(2)		(10)	(4)	(3)
Occupational/ Technical					
No.	52	26	15	19	112
Row %	(46)	(23)	(13)	(17)	(99)*
Col %	(87)	(90)	(75)	(83)	(85)
Certificate					
No.	7	3	3	3	16
Row %	(43)	(19)	(19)	(19)	(100)
Col %	(12)	(10)	(15)	(13)	(12)
Total					
No.	60	29	20	23	132
Row %	(45)	(22)	(15)	(17)	(100)
Col %	(100)	(100)	(100)	(100)	(100)

*Rounding Error

fields of study were (in descending order): Human Services (3 or 37 percent), Management (3 or 16 percent), Machine Shop (2 or 67 percent), Police Science (2 or 40 percent), Funeral Services (2 or 25 percent), Electronics (2 or 13 percent), General Studies (1 or 100 percent), Business Administration (1 or 50 percent), Welding (1 or 33 percent), Child Care Aide (1 or 20 percent), and Instrumentation (1 or 20 percent).

When asked to rate the extent to which their current jobs provided challenging and interesting work, 64 percent of the graduates rated their job satisfaction as "superior" or "good." This rating is down by 6 percent compared to the 1984 graduating class. Only 17 percent gave

TABLE 49
DEGREE BY JOB SATISFACTION
CHALLENGING AND INTERESTING WORK

DEGREE	CHALLENGING AND INTERESTING WORK					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	0	1	2	1	4
Row %			(25)	(50)	(25)	(100)
Col %			(7)	(25)	(4)	(3)
Occupational/ Technical						
No.	42	32	13	5	20	112
Row %	(37)	(28)	(12)	(4)	(18)	(99)*
Col %	(84)	(94)	(87)	(62)	(80)	(85)
Certificate						
No.	8	2	1	1	4	16
Row %	(50)	(12)	(6)	(6)	(25)	(99)*
Col %	(16)	(6)	(7)	(12)	(16)	(12)
Total						
No.	50	34	15	8	25	132
Row %	(38)	(26)	(11)	(6)	(19)	(100)
Col %	(100)	(100)	(101)*	(99)*	(100)	(100)

*Rounding Error

their jobs a "fair" or "poor" rating. An additional 19 percent did not respond to this item. It is interesting to note that none of the College Transfer graduates gave a "superior" or "good" rating. One graduate gave a "fair" rating, 2 gave a rating of "poor" and one did not respond to this item. The two graduates that gave a "poor" rating were not employed in a job related to their field of training (see Table 49).

TABLE 50
DEGREES BY JOB SATISFACTION:
RELATIONS WITH COLLEAGUES

DEGREE	RELATIONS WITH COLLEAGUES					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	2	1	0	1	4
Row %		(50)	(25)		(25)	(100)
Col %		(3)	(11)		(4)	(3)
Occupational/ Technical						
No.	32	52	7	1	20	112
Row %	(28)	(46)	(6)	(1)	(18)	(99)*
Col %	(91)	(87)	(78)	(100)	(74)	(85)
Certificate						
No.	3	6	1	0	6	16
Row %	(19)	(37)	(6)		(37)	(99)*
Col %	(8)	(10)	(11)		(22)	(12)
Total						
No.	35	60	9	1	27	132
Row %	(26)	(45)	(7)	(1)	(20)	(100)
Col %	(99)*	(100)	(100)	(100)	(100)	(100)

Rounding Error

Almost three-fourths of the graduates (71 percent) indicated they had "superior" or "good" relations with their colleagues (Table 50). Seven percent indicated "fair" relations with their co-workers. Only (1 percent) 1 graduate in the Funeral Services program said that relations were "poor."

Graduates who were working gave a wide range of responses when asked to indicate the level of satisfaction they had with their salaries. Forty-one percent rated their salaries as "good," 22 percent said "fair," 8 percent said "superior" and 7 percent indicated "poor." An additional 21 percent did not respond to this item. As in previous graduate studies, Occupational/Technical students gave the higher ratings concerning salaries, followed by Certificate, then College

TABLE 51
DEGREE BY JOB SATISFACTION:
SALARY

DEGREE	SALARY					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	0	3	0	1	4
Row %			(75)		(25)	(100)
Col %			(10)		(3)	(3)
Occupational/ Technical						
No.	11	48	24	8	21	112
Row %	(10)	(43)	(21)	(7)	(19)	(100)
Col %	(100)	(89)	(83)	(80)	(75)	(85)
Certificate						
No.	0	6	2	2	6	16
Row %		(38)	(12)	(12)	(38)	(100)
Col %		(11)	(7)	(20)	(21)	(12)
Total						
No.	11	54	29	10	28	132
Row %	(8)	(41)	(22)	(7)	(21)	(100)
Col %	(100)	(100)	(100)	(100)	(99)*	(100)

*Rounding Error

Transfer graduates. All of the "superior" rating responses were given by the following Occupational/Technical graduates (in descending order): Electronics (3), Management (2), Nursing (1), Data Processing (1), Beverage Marketing (1), Human Services (1), Instrumentation (1), and Engineering Technology (1). Graduates that rated their salaries as "poor" were enrolled in Management (4) and one student each in Funeral Services, Nursing, Architecture, Electronics, Child Care Aide and Welding.

Table 52 gives the degree received by opportunity for advancement on their jobs. Almost half of the graduates indicated that opportunities for advancement were "superior" or "good," 15 percent said "fair" and 16 percent said opportunities were "poor." An additional 21

TABLE 52
DEGREE BY JOB SATISFACTION
OPPORTUNITIES FOR ADVANCEMENT

DEGREE	OPPORTUNITIES FOR ADVANCEMENT					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	0	1	2	1	4
Row %			(25)	(50)	(25)	(100)
Col %			(5)	(9)	(3)	(3)
Occupational/ Technical						
No.	18	38	18	17	21	112
Row %	(16)	(34)	(16)	(15)	(19)	(100)
Col %	(95)	(86)	(90)	(81)	(75)	(85)
Certificate						
No.	1	6	1	2	6	16
Row %	(6)	(37)	(6)	(13)	(37)	(99)*
Col %	(5)	(14)	(5)	(9)	(21)	(12)
Total						
No.	19	44	20	21	28	132
Row %	(14)	(33)	(15)	(16)	(21)	(100)
Col %	(100)	(100)	(100)	(99)*	(99)*	(100)

*Rounding Error

percent chose not to respond to this item. As in past surveys, Occupational/Technical graduates reported greater opportunities for job advancement than Certificate or College Transfer degree recipients.

The majority of the graduates (62 percent) rated the overall aspects of their current job as "superior" or "good," "fair" ratings were given by 14 percent and 2 percent said "poor" (see Table 53). Twenty-one percent gave no responses. Overall, Occupational/Technical graduates gave their jobs the most positive ratings (67 percent rated "superior" or "good"), followed by Certificate graduates (43 percent). No ratings of "superior" or "good" were given by College Transfer graduates. Two Occupational/Technical graduates and one Certificate

TABLE 53
DEGREE BY JOB SATISFACTION:
OVERALL ASPECTS OF JOB

DEGREE	OVERALL ASPECTS OF JOB					
	Superior	Good	Fair	Poor	No Response	Total
College Transfer						
No.	0	0	3	0	1	4
Row %			(75)		(25)	(100)
Col %			(16)		(3)	(3)
Occupational/ Technical						
No.	22	53	15	2	20	112
Row %	(20)	(47)	(13)	(2)	(18)	(100)
Col %	(96)	(90)	(79)	(67)	(71)	(85)
Certificate						
No.	1	6	1	1	7	16
Row %	(6)	(37)	(6)	(6)	(44)	(99)*
Col %	(4)	(10)	(5)	(33)	(25)	(12)
Total						
No.	23	59	19	3	28	132
Row %	(17)	(45)	(14)	(2)	(21)	(100)
Col %	(100)	(100)	(100)	(100)	(99)*	(100)

*Rounding Error

graduate rated their jobs as "poor." These respondents were enrolled in the following programs: Management (1 or 5 percent), Human Services (1 or 12 percent) and Welding (1 or 33 percent).

EDUCATIONAL STATUS

Only 18 percent of the graduates indicated they were currently enrolled in school on a full-time or part-time basis (Table 54). The majority of the graduates enrolled (7 percent) indicated "junior" status, while 4 percent gave "freshman" classification, 5 percent were "sophomores," 2 percent were "seniors," and 82 percent did not respond. Specifically, two students who were enrolled in the following College Transfer programs indicated junior status: Business Administration and Science. The remaining College Transfer graduates did not respond to this item. Five students who were enrolled in the following Occupational/Technical programs indicated freshman status: Nursing, Data Processing, Management, Human Services, and Instrumentation.

TABLE 54
DEGREE BY CURRENT CLASSIFICATION

	CURRENT CLASSIFICATION					
DEGREE	Freshman	Sophomore	Junior	Senior	No Response	Total
College Transfer						
No.	0	0	2	0	2	4
Row %			(50)		(50)	(100)
Col %			(22)		(2)	(3)
Occupational/ Technical						
No.	5	7	7	3	90	112
Row %	4	6	6	3	80	(99)*
Col %	(100)	(100)	(78)	(100)	(83)	(85)
Certificate						
No.	0	0	0	0	16	16
Row %					(100)	(100)
Col %					(15)	(12)
Total						
No.	5	7	9	3	108	132
Row %	(4)	(5)	(7)	(2)	(82)	(100)
Col %	(100)	(100)	(100)	(100)	(100)	(100)

*Rounding Error

Several graduates indicated that they were classified as sophomores: Data Processing (3 students), and 1 student each in Management, Beverage Marketing, Human Services and Engineering Technology. Junior status was given by the following graduates: Electronics (4 students), Engineering Technology (2 students), and Human Services (1 student). Finall , graduates in the following programs indicated they were seniors: Electronics (2 students) and Data Processing (1 student). It should be noted that none of the Certificate graduates responded to this item.

TABLE 55
DEGREE BY ENROLLMENT STATUS
FULL-TIME OR PART-TIME

	ENROLLMENT STATUS			
DEGREE	Full-time	Part-time	No Response	Total
College Transfer				
No.	1	1	2	4
Row %	(25)	(25)	(50)	(100)
Col %	(8)	(6)	(2)	(3)
Occupational/ Technical				
No.	11	15	86	112
Row %	(10)	(13)	(77)	(100)
Col %	(85)	(94)	(83)	(85)
Certificate				
No.	1	0	15	16
Row %	(6)		(94)	(100)
Col %	(8)		(14)	(12)
Total				
No.	13	16	103	132
Row %	(10)	(12)	(78)	(100)
Col %	(101)*	(100)	(99)*	(100)

*Rounding Error

Only 22 percent of the graduates indicated they were enrolled in school on a full-time or part-time basis, 10 and 12 percent, respectively (Table 55). Seventy-eight percent chose not to respond to this item. By and large, the graduates in each degree program tended to pursue equal loads, with half in school full-time and half in school part-time.

TABLE 56
DEGREE BY PURSUING SAME
FIELD IN SCHOOL

DEGREE	PURSUING SAME FIELD			
	Yes	No	No Response	Total
College Transfer				
No.	2	0	2	4
Row %	(50)		(50)	(100)
Col %	(10)		(2)	(3)
Occupational/ Technical				
No.	16	10	86	112
Row %	(14)	(9)	(77)	(100)
Col %	(84)	(91)	(84)	(85)
Certificate				
No.	1	1	14	16
Row %	(6)	(6)	(87)	(99)*
Col %	(5)	(9)	(14)	(12)
Total				
No.	19	11	102	132
Row %	(14)	(8)	(77)	(100)
Col %	(99)*	(100)	(100)	(100)

*Rounding Error

Table 56 gives the responses to the question as to whether or not graduates were pursuing the same field of study in school. Seventy-seven percent did not respond to this item, presumably because they were not currently attending school. Of the 22 percent who responded, 19 (or 14 percent) said "yes," they were pursuing the same fields, while 11 (8 percent) said "no," they were not. All of the College Transfer graduates attending school were pursuing the same field of study.

The majority of the graduates who were in school reported that they did not have problems transferring (14 percent). Each of the graduates who had problems transferring (3 percent) was a graduate of one of the Occupational/Technical programs. "All credits were not accepted" was cited by 2 graduates (one was enrolled in Data Processing and one in Engineering Technology). Only one graduate indicated that he had

TABLE 57
DEGREE BY PROBLEMS TRANSFERRING

	PROBLEMS TRANSFERRING					
DEGREE	No	Yes (Credits)	Yes (Adm. Req.)	Other	No Response	Total
College Transfer						
No.	2	0	0	0	2	4
Row %	(50)				(50)	(100)
Col %	(11)				(2)	(3)
Occupational/ Technical						
No.	16	2	1	1	92	112
Row %	(14)	(2)	(1)	(1)	(82)	(100)
Col %	(89)	(100)	(100)	(100)	(84)	(85)
Certificate						
No.	0	0	0	0	16	16
Row %					(100)	(100)
Col %					(14)	(12)
Total						
No.	18	2	1	1	110	132
Row %	(14)	(1)	(1)	(1)	(83)	(100)
Col %	(100)	(100)	(100)	(100)	(100)	(100)

problems meeting admission requirements. This student was enrolled in Electronics. One graduate cited that he had another problem transferring, but did not specify the problem (Table 57).

When asked how the instruction at the student's present institution compared with the instruction at JTCC (Table 58), 85 percent of the respondents did not address this item, probably because they were not currently enrolled in school. Ten percent of the graduates said the two institutions were "about the same" (5 graduates were enrolled in Electronics, 2 were in Data Processing and 1 each in Business Administration, Science, Nursing, Human Services, Instrumentation and Engineering). Two percent of the graduates said the instruction at "JTCC is better" (1 graduate each in Human Services, Engineering and Electronics). An additional 2 percent said there was "no comparison,"

TABLE 58
DEGREE BY COMPARISON OF INSTRUCTION
(CURRENT INSTITUTION AND JTCC)

	COMPARISON OF INSTRUCTION					
DEGREE	Same	Current is better	JTCC is better	No Comparison	No Response	Total
College Transfer						
No.	2	0	0	0	2	4
Row %	(50)				(50)	(100)
Col %	(15)				(2)	(3)
Occupational/ Technical						
No.	11	0	3	3	95	112
Row %	(10)		(3)	(3)	(85)	(101)*
Col %	(85)		(100)	(100)	(84)	(85)
Certificate						
No.	0	0	0	0	16	16
Row %					(100)	(100)
Col %					(14)	(12)
Total						
No.	13	0	3	3	113	132
Row %	(10)		(2)	(2)	(86)	(100)
Col %	(100)		(100)	(100)	(100)	(100)

*Rounding Error

(one each in Data Processing, Engineering and Electronics). It is interesting to note that none of the graduates indicated that their present institution's instruction is better in comparison to JTCC.

FINDINGS AND RECOMMENDATIONS

PRINCIPAL FINDINGS AND RECOMMENDATIONS

Below is a list of principal findings based on responses to the follow-up survey instrument given by the 1985 graduates.

1. In evaluating academic support services and facilities, graduates gave the most positive ratings to the following: Admissions and Records, Bookstore, Parking, Business Office, and Library/Learning Resources.
2. Job Placement and Counseling Services received the largest number of negative ratings of all services and programs at the College.
3. Services and facilities that were least used by the 1985 graduates were: Veterans Affairs, Job Placement, Co-op Program, and the Learning Assistance Center.
4. The primary goals of graduates in attending JTCC were (in descending order): 61 percent said to pursue a career by obtaining an Associate degree, 17 percent said to obtain a Certificate, 14 percent said to complete courses to transfer, and 4 percent cited personal satisfaction.
5. A majority of the respondents (91 percent) rated the quality of instruction in their major as superior or good.
6. Sixty-nine (69) percent said faculty advising was superior or good; 26 percent rated it as fair or poor.
7. Three-fourths of the graduates rated access to faculty as superior or good, while 21 percent gave a fair or poor rating.
8. The cost of books received one of the most negative of all ratings by graduates. Only 44 percent rated the cost as superior or good, 43 percent said fair, and 8 percent gave a poor rating.
9. Nine out of ten graduates said they would recommend the College to a person seeking to complete the same program.

10. Three out of every 4 graduates said they were employed on a full-time basis (down by 6 percent compared to last year). An additional 13 percent are employed on a part-time basis.
11. Two-thirds of the graduates indicated that their job is related to their fields of training.
12. Only 18 percent of the graduates said they were currently enrolled in an advanced program of study. This percentage is down slightly from those who pursued additional education in the 1984 and 1983 graduating classes.
13. Of those in school, only 3 students cited transfer problems. All of the students were Occupational/Technical graduates.

Based on the foregoing findings, the following recommendations are made:

1. That creative activities be explored, implemented, and evaluated to improve upon Job Placement; i.e., the expansion of information on prospective employers and job openings by Counseling Services staff, divisions, and departments.
2. That efforts be made to more clearly articulate the range of Counseling Services available. In addition to ingenuity by Counseling Staff members, this may be accomplished through faculty and staff referrals.
3. That the College develop, implement, and evaluate a structured and effective advising system.
4. That the College continue to make every effort to keep the cost of books and supplies to a minimum.
5. That the College continue to provide students information about advanced educational opportunities.

GRADUATES' COMMENTS

JOHN TYLER COMMUNITY COLLEGE
1985 GRADUATE FOLLOW-UP STUDY
OCTOBER - DECEMBER 1985

COMMENTS

PLEASE TAKE A FEW MOMENTS AND PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE ABOUT JOHN TYLER COMMUNITY COLLEGE'S PROGRAMS OR SERVICES.

DIVISION OF BUSINESS

ACCOUNTING:

- I found the faculty and staff to take a personal interest in the students and their needs. The atmosphere is so very warm and friendly I find it hard to turn John Tyler loose for another college.

BEVERAGE MARKETING:

- I am currently enrolled at Tyler. It is my desire to complete the Business Administration program and transfer to VCU or VSU.

DATA PROCESSING:

- John Tyler's programs are excellent for people looking for a job skill.
- I would recommend JTCC to anyone interested in securing a degree in D.P. I enjoyed it tremendously. It was inconvenient to "fight the crowds" in the computer room and at registration. I was well trained for my profession at John Tyler. A basic course in terminal operations would have been helpful. Thank you, John Tyler Community College!
- I am a handicapped student. I found that the consideration and support of the faculty is excellent. Accessibility to all areas is good.
- The courses were very educational and I enjoyed them very much. But after I graduated, I tried to find a job as a computer programmer and couldn't, mainly because of my job skills.
- It provides a good start for any field you could enter. It gave me the chance to obtain knowledge to get my first job.
- I would recommend John Tyler to anyone.
- It is good to have some kind of degree. However, if I had known that VSU would not accept my credits because they are of a lower level of study, I would never have attended Tyler. I can sincerely say, however, that the time spent at Tyler was 100% positive; nothing negative can be associated with it.
- Good instructors and course content. I enjoyed Tyler.
- Some of the business courses are not challenging - they put you to sleep in class. I feel this is presentation rather than course content. Some of the teachers are teaching by rote rather than studying to present the material better. Business Management and Personnel are two of those classes.
- I enjoyed my four years at JTCC. Although it was a hectic pace, the instructors were fair and did an EXCELLENT job of presenting the material. I personally would like to see it turned into a four year school. I believe we have enough people in this area who would support it.

GENERAL COMMENTS, Cont'd.

- I enjoyed the classes at JTCC. I feel I received as much from associations with other students and faculty as from the courses I took. The challenge and sense of accomplishment alone was worthwhile. My primary objective, however, was to add the AAS degree to my experience in the job to qualify me for advancement.
- Very nice college.
- The teachers at John Tyler are superior to most other teachers in education. They are people who really care for the students (most of the teachers). I would like to see more community participation.
- I was told John Tyler would help people look for a job if the person signed up. Well I did and the counseling center did nothing. Therefore I was on my own. As you see from this questionnaire, I did not (and I looked) find a job related to my field of study.
- Please scratch me off all surveys unless you want extremely specific names.

POLICE SCIENCE:

- Overall, provided are the services that I needed. Had real problems on occasion getting the classes I needed at night.
- JTCC was a very successful institution in regards to my education. The faculty and staff are an asset to the institution. The hard work the faculty did has paid off in my education.
- 1. I enjoyed my classes. 2. The course is relevant (Police Science) but needs to be updated. 3. The instructors are excellent. 4. The books cost too much - money could be saved by just having paper backs!
- The college has given me a great deal of confidence, and overall the staff and faculty have been very helpful. I have no regrets.

SECRETARIAL SCIENCE:

- The instructors I have been privileged to study under have acted as teachers, counselors, and friends. Their encouragement and concern helped me through a very difficult time of life.
- I was particularly impressed with the high quality of the staff at Tyler. I also feel the courses in which I was enrolled were, in most cases, excellent. By my attending Tyler, I feel if I were to pursue my college studies further that I have been provided with an excellent background by which to do so. I feel that with Tyler's excellent staff and instruction and the overall cooperative and friendly environment of the school among students and instructors, that Tyler rates very high marks as a community college.

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

CHILD CARE AIDE:

- The Child Care program has helped me greatly to increase my knowledge in my field. Johnny Humphrey was always there when I needed her and most all of the teachers were excellent in their teaching. The Child Care program was

excellent when I first enrolled eleven years ago, and it continued to get better.
- Johnnie Humphrey is the best instructor in Day Care courses. She really knows her stuff and goes over and beyond the call of duty. I hope you appreciate her as much as we do.
- I feel Tyler offers a great Child Care program. Mrs. Humphrey is a fantastic coordinator and instructor. I gained tremendous knowledge and advanced my teaching abilities.
- I found my experience at John Tyler to be very rewarding. I was made to feel comfortable even though it had been 20 years since I had attended College. I have only the highest regard for Johnnie Humphrey. She was very encouraging, supportive and an excellent teacher.

HUMAN SERVICES:

- I feel very much at home at JTCC. The nursing program seems to offer a challenge not found in the Human Services field.
- Overall my 2 years in the Human Service Program were great! I learned so much about myself and others in the social service field. I enjoyed all my courses and each instructor was very educated in his/her field. However, in my last year I felt that the Program Head, Yvette Ridley, was very busy and showed a lack of concern for her students. She is a very intelligent woman and I hold a lot of respect for her. Yet, I feel that I along with other students suffered a great deal our last year of school.
- I was satisfied with the program and services. I would like a part-time job at a work shelter or a place like Mary Carter Brown House. I have found only substitute work at a Day-care (child) center. I would like a permanent part-time job in child daycare, but so far I have not gotten it.
- John Tyler has enriched me greatly on an educational basis and the instructors are to be highly commended. I only wish that I could have attended for the whole four years. The instructors aren't the type who give you the impression that they have theirs and you got yours to get. They are very helpful and considerate.
- I feel very fortunate to have attended and graduated from John Tyler. The course work was stimulating, challenging and interesting. The experience of going to college was beneficial to me in many ways. I grew as a person in confidence and self esteem as well as growing in my field of interest. I received an excellent education which prepared me for my present job in Mental Health which I love. Hopefully I will eventually go on to get my BA in psychology and John Tyler has prepared me to do this with confidence.

TEACHER AIDE:

- I really enjoyed myself while attending JTCC. I would do it all over again. Only my family and myself really know all the fine education that I received during my two year stay. JTCC, keep up the good work.
- The services at John Tyler were very satisfactory. I truly enjoyed attending the college while I was there.
- John Tyler has an excellent program and wonderful services. I intend to come back to attend JTCC to pursue a Human Services degree. I thought I would never attend college because I lacked a high school diploma or GED. I have successfully completed my course at the school and I am well on my way to a dynamic career. Thank you JTCC!

GENERAL COMMENTS, Cont'd.

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECH:

- The institution is not progressive enough to maintain pace with current technological advances, i.e., most lab equipment is outdated. This problem could be corrected at minimal expense by leasing electronic and computer equipment such as surveying instruments or computer aided drafting stations rather than being stymied for years from a previous capital expenditure.
- I feel your school has a good program in the auto field, but there was always a shortage of equipment.
- I was pleased that John Tyler offered the courses I was interested in attending. Dave Horne is a good teacher (evaluated on only 2 courses I had under his instruction). Some teachers were very biased in their opinions and were not listening to students when they talked (F. Wilson) (had him twice). Overall John Tyler helped me achieve a new goal I was looking for. I have recommended the school to others; some of these have and are attending.

ELECTRONICS:

- I enjoyed every minute at John Tyler College. The relationship between students, instructors, counselors, and other personnel at the college is unexcelled. I hope to come back shortly and take other classes. There is one small problem. John Tyler is on a quarterly system and Virginia State is on the semi-annual system. This presents a problem in the transfer of credits. Virginia State started me off with a Fortran class. The instruction was excellent but the equipment was an antiquated key punch system that continually was in need of repair. It absorbed too much time waiting for the machines, then waiting for the programs to be run. I withdrew until the first of the year, when, I'm told, the new equipment will be in operation. My time is such that driving 20 miles is too costly just to wait my turn. If it had not been for the antiquated system at Virginia State, I would have possibly signed up for a class at John Tyler in the fall. I'm hoping after the first of the year to be back on schedule in both colleges.
- In the electronics curriculum I feel more emphasis should be placed on trouble shooting. I felt that the course was geared more toward transferring to a four year college rather than working as a technician with a two year associate degree.
- I feel that John Tyler Community College has fully prepared me for furthering my education at a 4 year university. The instructors and students at John Tyler were always friendly and courteous. I would not hesitate in recommending the College to a friend.
- I feel that John Tyler is an excellent school and provides quality training in the field of electronics. Basically the school could use more equipment and improvement in its current lab equipment for electronics. Over all I feel proud of my training received at John Tyler!
- Keep up the good work!
- It serves the task of community college with a trade oriented basis very well but in the area of "pre college" (4 years) the courses are limited. No calculus and etc. The night school instructors quality varies widely

from excellent to questionable. Thanks for having the school available, it allowed me to develop a new career in a caring inexpensive environment.
- In regard to the programs and services, I have no complaints. The instructors are the weak point in the administration. The electronics instructors seem to be more concerned with appearance of a students work rather than actual operation. The instructors are known to ramble on about non-relative items rather than test items that should have been covered. The result was often very low grades with very high curves. Come exam time, the students often have no idea what will be tested due to continuous flip-flapping of the instructors. This, to me, is what causes so many curriculum changes from electronics.

ENGINEERING TECHNOLOGY - GENERAL

- I feel my studies at John Tyler Community College greatly developed my skills and study habits. The course content was very relevant to my field of study and prepared me to enter into an Engineering curriculum which I was not prepared to undertake directly out of high school. I am presently living with three other former JTCC Engineering Tech. students and all of us feel we received at least as good if not better preparation for junior level courses than students who have been at a university for two years. I have been told many times by other students that they wish they had started at a junior college to receive a more stable base for their education.
- JTCC has a much better learning atmosphere due to the friendlier attitude of the faculty.

INSTRUMENTATION:

- I was very pleased with the availability of a tutoring service thru the Learning Center because of the difficulty I encountered with one teacher's attitude and teaching method.

MACHINE SHOP:

- I plan to further my employment opportunities in my career field as a machinist. I plan to go into a machinist position in the near future.

WELDING:

- (refers to finding out about job) After completing welding course, I decided to re-enroll in the Electronics Eng. course and I applied to Safeway for p/t employment to help finance my studies as I could get no financial aid to attend school. During welding I was employed at Winn-Dixie p/t.
- (refers to job related) I have to wait until next Feb. to receive my certification in Welding and though I have applied at several places, I was not offered employment due to no on the job experience and no certification.
- (refers to opportunity for advancement) Since I had been employed in Grocery store, 3½ years at Winn Dixie in high school and during my Welding, I have a great deal of training and feel I can advance rapidly at Safeway. I plan to give it a try.

GENERAL COMMENTS, Cont'd.

- (refers to continuing education) After completing Welding, I re-enrolled to study Electronics Eng., Sept, 15, 1985. I found that this would require a great deal of study time and I would not be able to attend class all day and work half the night and keep up. I asked for financial aid, and received none. My father is dead and my mother is unemployed and could not help me, so I will not attend the Winter Semester.

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

FUNERAL SERVICES:

- John Tyler offers the only AAS Degree in Funeral Service in Virginia (the first and only that I know of). I was proud to have attended JTCC for that one reason. I would like to suggest that the AAS degree program in Funeral Services be required as a minimum standard for all Virginia students entering the Funeral profession and planning to be licensed by the Commonwealth of Virginia. (If the state board would agree, it would enhance standards and quality of people)
- The mortuary science curriculum was in such a mess that I doubt if the Lord Almighty could straighten it out. You need some fresh blood in your teaching staff and not that tells how to do things his way. I just took my VA Board Exam yesterday and my National Board in June, and not one of the exams asked how did things. That's a minor complaint about your school. If you would like more comments contact me. If I were you folks I would really be concerned about the reputation your school has in this state.
- John Tyler Community College was very instrumental in assisting me to reach a life-long goal. . .licensure as a Funeral Director/Embalmer. As a Military Servicemember, the Academic Faculty was very supportive of me when my military duties interfered with my academic schedule. I salute the entire Funeral Service Faculty.
- John Tyler C.C. offers an opportunity for apprentices at funeral homes to work and go to school at the same time. The instructors at JTCC were always willing to give their time to help you out with any problems.
- The programs and services at John Tyler are outstanding, especially the Funeral Service Program. Not because I am a former graduate of that program, but because it is the only one in the state. To think that a person can come from as far as New York State exemplifies the outstanding achievements which are made at JTCC. The services provided by the staff at JTCC demonstrates the uniqueness of our alma mater. I enjoyed my stay. I hope to attend at a later date for an update courses related to my field.
- Funeral Services faculty (especially Mr. Binga and Mr. Thornton) were very supportive. They are concerned individuals committed to improving the image of the John Tyler Community College Funeral Service Program among local funeral directors. Request the administration support the Funeral Service Program (funeral supplies & literature) to the fullest.

NURSING:

- Nursing curriculum doesn't adequately prepare you for the volume of work (i.e. much larger patient load) as staff nurse. Also, I feel as if I was inadequately prepared to handle the "paperwork" aspects of nursing

(i.e., transcribing Drs. orders, etc.). I'm not sure how these could be incorporated into the program, though.

- Before coming to John Tyler, my income as a waitress barely helped me survive. I always wanted to be a nurse and now I am. I'm independent and enjoy my job. John Tyler graduates have a very good reputation I've found since working at the VA.
- I feel that John Tyler gave me a good strong basis for my nursing career. The course was hard but very fair. I felt well prepared for state boards and did very well. I felt well prepared to go to work and make good, sound decisions as a professional nurse.
- The open admission policy is greatly appreciated by many who might not have been able to get a college education without it. In my program of study (nursing) I have found that I am, in most situations, clinically above average than Baccalaureate Degree nurses. I owe this to the nursing instructors and their superior professionalism.
- I feel that my years attending JTCC were of great value. As a woman in my 30's, the goal of becoming a registered nurse would have been beyond my grasp; however, thanks to the relatively inexpensive and high quality of education I received at JTCC I was able to fulfill a life-long goal and I am now practicing in the profession of my choice.
- Nursing Program - In the last quarter we cared for up to 5 patients. This is essential and recommend you continue because in the hospital we usually don't get fewer that 6 patients and as many as 12 to care for. I think JTCC has an excellent nursing program.
- I intend to continue my education in 1986. Plan to work on my baccalaureate degree in nursing on a part-time basis. I was disillusioned with Tyler's nursing program because of poor teaching abilities of some of the instructors. This added so much to the difficulty of the program.
- I was able to meet my goals without any difficulty with the help of JTCC Nursing faculty.
- John Tyler is an inspiring school. It provides for advanced education in a short length of time and at a reasonable cost. The scheduling of classes is flexible for the working person and the instructors overall are beneficial. The Nursing Program is extremely challenging and "nerve racking" but very informative and comprehensive for state boards.

SCIENCE:

- The quality of the instruction I received at JTCC was no less than excellent, particularly in Chemistry and Mathematics. I would and have recommended JTCC to prospective students. I graduated from JTCC with an Associate in Science Degree and transferred to VCU. Unfortunately, Tyler offered only Freshman courses in Science and Mathematics. Perhaps this situation will change when enrollment and demand for higher level courses increase. I would like to add, however, that all of my credits did transfer, and the English and Humanities/Social Science courses required for the A.S. Degree have almost completely fulfilled the English and Social Science requirements for a B.S. in Chemistry. I was impressed by the variety of courses and programs at Tyler, and I liked the small class size, but the school's best feature is its instructors. They are competent and never too busy to speak with a student.

A.8 WHY DID YOU CHOOSE TO ATTEND JOHN TYLER COMMUNITY COLLEGE? (Respondent chose "Other" and wrote:)

BUSINESS DIVISION

SECRETARIAL SCIENCE:

- Quality of programs and staff. (Given as secondary reason.)

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

CHILD CARE AIDE:

- Scholarship
- To upgrade job

DIVISION OF ENGINEERING TECHNOLOGIES

ELECTRONICS:

- Interest shown by instructors and other personnel.

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

FUNERAL SERVICES:

- ONLY Funeral Services school in VA.

B.2. WHAT WAS YOUR PRIMARY GOAL IN ATTENDING JTCC? (Respondent wrote the following by "other.")

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

FUNERAL SERVICES:

- To meet VA State Board of Funeral Directors & Embalmers requirements.

- Prerequisite for Funeral Service License prior to changing professions.

B.8. WOULD YOU RECOMMEND THE COLLEGE TO A PERSON SEEKING TO COMPLETE THE SAME PROGRAM? (Respondent circled "no" and wrote:)

DIVISION OF BUSINESS

BUSINESS MANAGEMENT:

- Credits are not easily transferred to a four year college.
- I would recommend a four-year university if financially able.
- Because VSU wouldn't accept the majority of the courses taken at Tyler.

A.8 WHY DID YOU CHOOSE TO ATTEND JOHN TYLER COMMUNITY COLLEGE? (Respondent chose "Other" and wrote:) (Cont'd)

DATA PROCESSING:

- Because of certain instructors.
- I feel that even with an Associate in Applied Science Degree in Data Processing, it is almost impossible to obtain employment in that field. It seems that most employers do not regard John Tyler or their programs very highly.

ELECTRONICS:

- Job Placement
- Career Change

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

FUNERAL SERVICES:

- I really need about ten pages to answer this. Your mortuary science program needs very drastic changes made. If you want more comments on improvements contact me. Sincerely, David L. Boor

NURSING:

- Respondent circled "yes" and wrote "and I have done so."
- Do not like the way the Nursing program is set up. Quality of instruction at times was very poor.
- Too demanding. Would recommend 4 yr degree if possible.

GRADUATES' EMPLOYERS & JOB TITLES

EMPLOYER	JOB TITLE	ADDRESS
DIVISION OF BUSINESS		
BEVERAGE MARKETING:		
Brown and Bigelow	Corporate Account Exec.	345 Plato Blvd. East St. Paul MN 55164
BUSINESS ADMINISTRATION:		
The Hon Company	Receptionist/Switchboard Operator	11200 Old Stage Road Chester VA 23831
Fi-Tech, Inc.	Sales Representative	501 Research Road Richmond VA
BUSINESS MANAGEMENT:		
Home Beneficial Ins. Co.	Agent	3297A S. Crater Rd. Petersburg VA 23804
Sidex Furniture	Customer Service	707 E. 7th Street Richmond VA 23224
Hopewell School System	Sub. Teacher	Hopewell School Board Hopewell VA 23860
First Investors Group	Agent	Chester VA
Central Fidelity Bank		
Overnite Transportation	Operations Analyst	1000 Semmes Ave Richmond VA 23209
Philip Morris	Computer Equip. Operator	Deep Water Terminal Richmond VA
Richmond Cerebral Palsy Center	Reimbursement Officer	1308 Sherwood Ave. Richmond VA 23220
Internal Revenue Service	Taxpayer Representative	400 N. 8th St. Richmond VA 23240
Va. Dept. of State Police	Personnel Technician	7700 Midlothian Tnpk, Richmond VA 23235
Decks, Etc.	Secretary	P.O. Box 906 11930 Center Street Chester VA 1 23831
U. S. Postal Service	Letter Carrier	Petersburg VA 23803

EMPLOYER (Con't)	JOB TITLE	ADDRESS
Prince George High School	Secretary	7801 Laurel Spring Rd. Prince George VA 23875
DATA PROCESSING:		
Computer Sciences Corp.	Programmer	Prince George VA 23875
Food Lion Warehouse	Computer Operator	6500 Enterprise Drive Prince George VA 23375
Computer Sciences Corp.	Senior Programmer Analyst	State Rt. 703, PO Box 70 Prince George VA 23875
Merge	Programmer/Analyst	Richmond VA
Hercules	Computer Operator	Hopewell VA
Department of Taxation	Production Control Tech.	2220 W. Broad St. Richmond VA
Computer Sciences Corp.	Programmer	Prince George VA
Computer Sciences Corp.	System Analyst	Prince George VA
HOTEL/RESTAURANT INSTITUTIONAL MGT.		
Bojangles	Assistant Manager	41 N Hamiliton St Richmond VA 23234
POLICE SCIENCE:		
Chesterfield County Police Department	Investigations Sergeant	P.O. Box 148 Chesterfield VA 23831
Chesterfield County School Board	Electrical/Refrigeration Mechanic	900 Krouse Road Chesterfield VA
U. S. Marshall Service, Dept. of Justice	Criminal Investigator	P.O. Box 2G Richmond VA 23203
State of Virginia	Magistrate	Chesterfield Court House
Newport News Shipbuilding & Dry Dock Co.	Pipe Covering	Washington Ave Newport News VA
SECRETARIAL SCIENCE:		
John Tyler Community College	Instructional Assistant	Chester VA 23831
City of Richmond	Administrative Secretary	City Hall 900 E. Broad Street Richmond VA 23219

EMPLOYER (Con't)	JOB TITLE	ADDRESS
DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES		
CHILD CARE AIDE:		
Substitute for various day care centers.	Early Childhood Teacher	
Colonial Heights Presbyterian Nursery School	Director-Teacher	211 Lynchburg Ave. Colonial Heights VA 23834
Huguenot Rd Meth Church Nursery School	Nursery School Teacher	10600 W. Huguenot Rd Richmond VA 23235
GENERAL STUDIES:		
A.H. Robins	Technician	1407 Cummings Drive Richmond VA
HUMAN SERVICES:		
Benedictine High School	Military Instructor/ Teacher	304 North Sheppard St Richmond VA 23221
Chesterfield Vocational Center	Sub. Workshop trainer	Chesterfield County
Virginia United Methodist Homes Incorporated	Activities Director	Synder Memorial Home 310 W. 31st Street Richmond VA 23225
Richmond Gastroenterology Association	Medical Records	900 N. Hamilton St. Richmond VA 23225
Central State Hospital	Mental Health Worker	Petersburg VA
TEACHER AIDE:		
Chesterfield Head Start	Home Visitor	8610 Perrymont Road Richmond VA 23237
Southside Virginia Training Center	Developmental Aide Trainee	P.O. Box 4110 Petersburg VA 23803
DIVISION OF ENGINEERING TECHNOLOGIES		
ARCHITECTURAL TECH:		
Daniel International Corp.	Designer I	P.O. Box 1529 Hopewell VA 23860
F.D.S. Designs	Draftsperson/designer	1930 Huguenot Rd.

EMPLOYER (Con't)	JOB TITLE	ADDRESS
AUTOMOTIVE TECH:		
V.A. Hospital	Motor Vehicle Operator	1201 Broadrock Blvd. Richmond VA
Prince George County (School Board)	Maintenance Mechanic	Prince George County
Hunters Amoco	Assistant Manager	2906 Hathaway Road Richmond VA 23225
Transamerica Trailer Services, Inc.	Operations Manager-Trainee	3028 Bellemeade Road. Richmond VA 23224
ELECTRONICS:		
John L. Glisson, Inc.	Service Mgr.	819 W. Broad Street Richmond VA 23220
Virginia Power	Asst. Technician	4111 Castlewood Road Richmond VA
United Parcel Service	Sorter/Loader	Old Coach Road Richmond VA
IBM	Advanced Service Representative	12th & Main St. Richmond VA 23277
Virginia Power	Asst. Technician	4111 Castlewood Rd. Richmond VA
Colonial Mechanical	Electrician Helper	Richmond VA
Ukrops Super Markets Inc.	Cashier	Sycamore Square
Philip Morris Inc.	Assistant to Engineer	
Petersburg General Hospital	Electronics Tech.	801 S. Adams St. Petersburg VA 23803
ENGINEERING TECHNOLOGY (GENERAL)		
Hon Company	Associate Industrial Engineer	P. O. Box 27566 Richmond VA 23261
Daniel Engineering	Draftsman	P.O. Box 1529 Hopewell VA 23860
Southern Autotronics	Electronics Technician	8800 Norfolk St. Richmond VA
AMF Inc	Quality Control Manager	2115 W Laburnum Ave Richmond VA 23234

EMPLOYER (Con't)	JOB TITLE	ADDRESS
Johnson Controls Inc	System Representative	9899 Mayland Dr Richmond VA 23233
INSTRUMENTATION:		
Circuit City Service	Computer Tech.	2040 Westmoreland Ave. Richmond VA 23230
I.C.I. Americas	Electrical/Instrumentation Technician	Discovery Road Hopewell VA 23860
Virginia Power	Instrument Technician	End of Coxendale Road Chester VA 23831
United Parcel Service	Sorter	Coach Road Richmond VA
MACHINE SHOP:		
CCP Manufacturing Company	Machinist	Petersburg VA
United Parcel Service	Pick Off/and Loaders	9601 Coach Rd Richmond VA 23234
U.S. Army-Civil Service (Temporary)	Carpenter	Fort Lee VA
Penn Mfg. Ind. Inc.	Machine Shop	100 Prospect Ave Langdale PA 19446
WELDING:		
Chesterfield County	Utilities Maintenance	Route 10 Chesterfield VA
Safeway International	P/T Gro. Clerk	Colonial Heights VA
DIVISION OF MATHEMATICS AND NATURAL SCIENCES:		
FUNERAL SERVICES:		
Paul Revere Companies	Agent/Sales Representative	2809 Emorywood Parkway Suite 150 Richmond VA 23229
William M. Engram Sr.	Funeral Service	P.O. Box 317 Richmond VA 23827
US Army Memorial Affairs Activity-Europe	Commander(Captain)	USA Memorial Affairs Activity-Europe APO New York NY 09757

EMPLOYER (Con't)	JOB TITLE	ADDRESS
City of Richmond Public Schools	Bus Driver	1722 Arlington RD Richmond VA 23222
Joseph W. Bliley Funeral Home	Funeral Director	300 E Marshall ST Richmond VA 23222
Charles City County Public Schools	Permanent Substitute Teacher	Route 2, PO Box 2 Charles City, VA 23030
Peninsula Funeral Home	Funeral Director	11144 Warwick Blvd. Newport VA 23601
NURSING:		
Richmond Memorial Hospital	Registered Nurse	Westwood Ave Richmond VA
John Randolph Hospital	RN Staff Nurse	410 Randolph Rd Hopewell VA 23860
Chippenham Hospital	Staff Nurse(RN)	Chippenham Parkway Richmond VA 23235
McGuire's Hospital(VA)	RN	Richmond VA
McGuire's Veteran Hospital	Staff Nurse	Broad Rock Rd Richmond VA
MCV	RN	Richmond VA
St. Mary's Hospital	RN-Charge-OR	Bremo Rd Richmond VA
MCV	RN	Richmond VA
John Randolph Hospital	RN	Hopewell VA 23860
Chippehnam Hospital	Staff Nurse	Richmond VA 23225
Poplar Springs Hospital	Registered Nurse	Petersburg VA
McGuire's VA Hospital	RN	Broad Rock Rd Richmond VA
Poplar Springs Hospital	RN	Petersburg VA
Chippenham Hospital	Staff Nurse	Chippenham Parkway Richmond VA
Richmond Metropolitan Hospital	RN	701 W Grace St Richmond VA

EMPLOYER (Con't)	JOB TITLE	ADDRESS
Petersburg General Hospital	RN	South Sycamore St Petersburg VA
Petersburg General Hospital	RN	801 S. Adams St. Petersburg VA
Richmond Community Hospital	RN	Richmond VA

C.2. HOW DID YOU FIND OUT ABOUT THIS JOB?

DIVISION OF BUSINESS

BUSINESS ADMINISTRATION:

- JTCC

BUSINESS MANAGEMENT:

- I applied to company.
- Promotion within company where presently employed.
- Volunteered
- Already employed there.
- Family owned.
- COE teacher at high school.

DATA PROCESSING:

- Seminar and Project
- CETA

POLICE SCIENCE:

- Already placed.
- Personal knowledge.

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

CHILD CARE AIDE:

- Johnnie Humphrey
- Through vocational building in High School
- Already working there when opening became available

HUMAN SERVICES:

- Family member
- Put in an application - I've been working there for many years.

C.2. HOW DID YOU FIND OUT ABOUT THIS JOB? (Cont'd)

TEACHER AIDE:

- On my own.
- Mother.

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECH:

- Former co-worker

ELECTRONICS:

- Employer Job Opportunity Bulletin System
- They were in the JTCC Lounge.
- Personal inquiry
- Mail out resumes
- High School Instructor

ENGINEERING TECHNOLOGY - GENERAL

- Already employed prior to school
- Promotion
- Virginia Power contacted the school.

INSTRUMENTATION:

- Student Lounge

MACHINE SHOP:

- Government position of own finding.

WELDING:

- Chesterfield County
- Inquired in store (Safeway).

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

FUNERAL SERVICES:

- Personal research of available assignments.
- Previously employed.

NURSING:

- Was already working with this facility at the Nursing Home.
- Through previous job
- Previously employed

C.4. HAVE YOU RECEIVED A PROMOTION SINCE YOU COMPLETED YOUR STUDIES? (Cont'd)

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

CHILD CARE AIDE:

- I checked "yes" because I was able to advance from a teacher to a Director-Teacher even though it was a change in places of employment.

HUMAN SERVICES:

- Respondent circled "no" and wrote, "just a raise."

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

- Respondent circled "yes" and wrote, "from LPN to RN."

C.5. WHAT IS YOUR ANNUAL GROSS SALARY?	C.6. HOURS PER WEEK
DIVISION OF BUSINESS	
BUSINESS ADMINISTRATION:	
$14,500	40
28,000	40
BUSINESS MANAGEMENT:	
$30.00 per day	On call
27,300	40
17,500	40
8,320	40
16,000	30
17,260	40
20,000	40
24,000	40
19,145	40
15.000	40
24,000	40
10,500	40
DATA PROCESSING:	
Not enough	
$10,000	25
20,700	40
25,480	40
11,544	40
12,000	40
13,200	40
10,000	40
12,250	40
16,500 - 19,500	40

C.5. WHAT IS YOUR ANNUAL GROSS SALARY?	C.6. HOURS PER WEEK (Cont'd)
HOTEL/RESTAURANT INSTITUTIONAL MGT.:	
$14,300	40
POLICE SCIENCE:	
$24,000	40
20,000	40
SECRETARIAL SCIENCE:	
$20,000	40
DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES	
CHILD CARE AIDE:	
$3,484	20
GENERAL STUDIES:	
$25,000	40
HUMAN SERVICES:	
$21,000	35
8,400	35
6,677	26
7,000	15-20
10,152	40
12,200	40
TEACHER AIDE:	
$ 8,462	40
10,268	40
DIVISION OF ENGINEERING TECHNOLOGIES	
ARCHITECTURAL TECH:	
$19,000	40
10,400	
AUTOMOTIVE TECH:	
$15,000	40
13,500	40
12,960	50
14,000	40
ELECTRONICS:	
I'm 65 years old and limited to a fixed income.	
$20,000	40
10,000	20
26,000	40
19,128	40
6,000	15
22,000	40
19,500	40
18 - 19,000	40

C.5. WHAT IS YOUR ANNUAL GROSS SALARY?	C.6. HOURS PER WEEK (Cont'd)
ENGINEERING TECHNOLOGY (GENERAL)	
32,000	40
29,000	40
11,964	40
INSTRUMENTATION:	
$17,000	
25,896	40
20,000	40
10,400	20
MACHINE SHOP:	
15,600	40
8,840	20
20,320	40
13,440	40
WELDING:	
$14,500	40
mim. wage	28-38
DIVISION OF MATHEMATICS AND NATURAL SCIENCES:	
FUNERAL SERVICES:	
$30,000+	40
15,000	40
25,000	168 (military)
7,300	38
18,000	40
5,000	30
18,500	45
NURSING:	
$17,000	40
11,000	24
16,040	40
16,400	40
11,000	40
17,400	40
24,000	40
18,500	40
18,400	40
17,000	40
25,000	40
16,040	40
18,500	40
15,900	40
17,992	40
17,000	40
17,500	40

THE FOLLOWING GRADUATES INDICATED THEY WERE WILLING TO PARTICIPATE IN AN EMPLOYER FOLLOW-UP SURVEY.

DIVISION OF BUSINESS

ACCOUNTING:

Agnes F. Blowe	733-9453 Patricia A. Cole
861-6103	

BUSINESS ADMINISTRATION:

Keith Wise	598-2215/794-9615

BUSINESS MANAGEMENT:

C. L. Baines	230-0127
Larry W. Brock	796-6788
Sally Napier	745-2261, (W) 321-6666
Edna Sherrill	711-2876
Robert Sherrill	786-5675
Olive R. Skeens	272-9463
Teresa Stinson Rogers	271-2590
Michael Wall	590-2709

DATA PROCESSING:

Janet L. Mills	541-4291, (W) 541-4790
Bryant Neville	478-4331
Jerry Carpenter	257-6238
Teresa Mayton	733-1863

HOTEL/RESTAURANT INSTITUTIONAL MGT.:

Carl Brown	745-7994

POLICE SCIENCE:

James P. Bourque	748-1278
David R. Reese	771-2543 (W)

SECRETARIAL SCIENCE:

Edna H. Andrews	526-1260 (H), 796-4017 (W)
Elizabeth H. Soto	276-4822

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

CHILD CARE AIDE:

Margaret Deane	737-1507
Judy B. Taylor	520-1572
Anne Donoff	320-2875

THE FOLLOWING GRADUATES INDICATED THEY WERE WILLING TO PARTICIPATE IN AN EMPLOYER FOLLOW-UP SURVEY. (Cont'd)

HUMAN SERVICES:

John H. Berger Sr.	739-4429 (H), 355-8679 (W)
Jacqueline Coleman	834-3534
Monica Renee Gattis	276-1550
Bobby Ricks, Sr.	834-3446
Anne D. Hundley	526-2852

PRE SCIENCE:

Thomas M. Moy	748-8601

TEACHER AIDE:

Olivia G. Washington	748-9378

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECH:

Robert W. Holden	541-8507 (H), 541-7650 (W)

AUTOMOTIVE TECH:

James M. Bonnet	861-3333
Charles Thomas Dimitris	272-9424
William C. Sutor	732-6303

ELECTRONICS:

Gary R. Robinson	733-1978
Mark Thomas	276-4113
Bill Wettstein	861-1444
James O. Winbush Jr	724-9006
Trent Davis	358-2765
Arlo C. Stevens	748-7036

ENGINEERING TECHNOLOGY (GENERAL)

Dennis W. Johnson	624-9006
Andrew Sklute	458-4279
Harry Seay	271-9698

INSTRUMENTATION:

- Gertrude Earl	790-1610

MACHINE SHOP:

- Henry D. Griffin	478-5751
- Marshall Wooden	834-2316
- William D. Moore	520-2873

THE FOLLOWING GRADUATES INDICATED THEY WERE WILLING TO PARTICIPATE IN AN EMPLOYER FOLLOW-UP SURVEY. (Cont'd)

WELDING:

- Darrel W. Coleman	590-2003
- Michael Simmons	590-1078

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

FUNERAL SERVICES:

- Cpt. Everard A. Hughes	069 545-834 (H) 069-594-390 (O) Telephone number is for Frankfurt, Germany. We here in Germany are six hours ahead of East Coast Time.
- Chrisant Annette Richard	829-5168

NURSING:

- Cynthia H. Atkinson	320-6124
- Betty Brigham	744-3150
- Katherine L Crittenden	776-6970
- Mary Ann James	358-5241 (H) 285-2011 (O)
- Janice Jolly	748-7024
- Patricia Limrick	458-5226
- Toni M Runnels	526-8891
- Crystal Smith	740-3827
- Quennette U. Johnson	246-6834
- Daisy Lynn Vaughan	590-9541

CURRENT EDUCATION

D.1. PLEASE GIVE THE NAME OF THE INSTITUTION YOU ARE NOW ATTENDING.	D.3. FIELD OF STUDY, IF NOT SAME YOU COMPLETED AT JTCC
DIVISION OF BUSINESS	
ACCOUNTING:	
John Tyler Community College	Business Management
BUSINESS ADMINISTRATION:	
VCU	
BEVERAGE MARKETING:	
John Tyler Community College	Business Administration
DATA PROCESSING:	
John Tyler Community College	Accounting
VCU Virginia State University	Business Education with concentration in D.P.
John Tyler Community College	
John Tyler Community College	Human Services
John Tyler Community College	Accounting
John Tyler Community College	Beverage Marketing
St. Leo College, Fort Lee	
DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES	
CHILD CARE AIDE:	
John Tyler Community College	
HUMAN SERVICES:	
John Tyler Community College	Nursing
VCU VCU Virginia Commonwealth University	
DIVISION OF ENGINEERING TECHNOLOGIES	
ELECTRONICS:	
Virginia State University	
Virginia State University	
Virginia State University	
Virginia State University	
John Tyler Community College	Instrumentation
Old Dominion University	

D.1. PLEASE GIVE THE NAME OF THE INSTITUTION YOU ARE NOW ATTENDING. (Cont'd)

D.3. FIELD OF STUDY, IF NOT SAME YOU COMPLETED AT JTCC

ELECTRONICS, Cont'd

VA State University
VA State

ENGINEERING TECHNOLOGY-GENERAL

Virginia State University
Old Dominion University
Old Dominion UNiversity

INSTRUMENTATION:

John Tyler Community College

WELDING:

John Tyler Community College — Electronics

DIVISION OF MATHEMATICS AND NATURAL SCIENCES:

NURSING:

VSU

D.3. ARE YOU CURRENTLY PURSUING THE SAME FIELD OF STUDY THAT YOU COMPLETED AT JOHN TYLER COMMUNITY COLLEGE?

- Respondent circled "no" and wrote, "I changed from Engineering Technology to Engineering (still Mechanical).
- General Engineering

D.4. DID YOU HAVE ANY PROBLEMS TRANSFERRING TO THE INSTITUTION YOU ARE NOW ATTENDING?

- I transferred here into Engineering Technology which accepted almost everything (I was a junior). In Mechanical Engineering some technology credits are not accepted.

D.5. HOW DOES THE QUALITY OF INSTRUCTION AT JOHN TYLER COMMUNITY COLLEGE COMPARE TO THAT OF THE SCHOOL YOU ARE NOW ATTENDING?

- The university setting is much different from a community college setting. The instruction at John Tyler is very close to one on one student-teacher communication. At a university you are in a crowd and treated very indifferently by instructors.

APPENDIX

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

November 15, 1985

JTCC NEEDS YOUR HELP!

Dear Graduate:

Just a reminder . . .

Two weeks ago we mailed you a questionnaire to determine your current activities, as well as to have you evaluate John Tyler Community College. This survey is part of an ongoing effort to improve our academic and student services. Your comments are vital to this overall assessment.

Please take a few moments, complete the enclosed survey, and mail it back right away. A second questionnaire and self-addressed envelope are enclosed for your convenience. Please be assured that your comments will be summarized along with those of other graduates. The questionnaire is coded for follow-up purposes only.

Thank you for assisting us in this important study in order that we may better serve future students.

Respectfully,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mcj

Enclosure

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg and Richmond.

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EDUCATIONAL INSTITUTION"

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

PLEASE RESPOND!

December 6, 1985

Dear Graduate:

Did you forget?

About a month ago you should have received a questionnaire from John Tyler Community College that was sent to all 1985 graduates. This survey is part of our ongoing study of the College's academic program and student services. Your comments are most important and will be handled with strict confidence. The results will assist the College administration and faculty in future program planning.

In case you never received a copy of the questionnaire or misplaced it, another one is enclosed for your convenience, along with a self-addressed, stamped envelope. The questionnaire is coded for follow-up purposes only. Please take the time to complete it and mail it in today. If you have already mailed your questionnaire, consider this a thank you.

We appreciate your cooperation in this important effort. Your comments will greatly assist us in serving future students.

Respectfully,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mcj

Enclosure

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg and Richmond.

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EDUCATIONAL INSTITUTION"

JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia 23831

GRADUATE FOLLOW-UP SURVEY INSTRUMENT

Dear Graduate:

We are conducting our annual survey of graduates in an effort to: (1) determine the extent to which the College assisted you in reaching your goal(s); (2) ascertain information concerning your present occupation or student status; and (3) evaluate the effectiveness of JTCC's academic and student services.

Your input is invaluable to us. Please take a few minutes and complete all items that are applicable. Kindly circle (1) the number next to the appropriate response or fill in the blank.

Thank you for your assistance.

F. W. Nicholas, Sr.
President, JTCC

A. BACKGROUND INFORMATION

cc 4 1. Sex: (1) Male (2) Female

cc 5 2. Marital Status: (1) Single (2) Married (3) Other _____ (Please Specify)

cc 6 3. Age: (1) 17 or under (2) 18-24 (3) 25-34 (4) 35-44 (5) 45-59 (6) 60 or older

cc 7 4. Ethnic Status: (1) White/Caucasian (2) Black/Negro (3) American Indian & Alaskan Native (4) Asian & Pacific Islander (5) Hispanic (6) Other _____ (Please Specify)

5. Give the quarter and year that you were first enrolled and last enrolled at John Tyler Community College:

		Fall	Winter	Spring	Summer	
cc 8	First Enrolled	(1)	(2)	(3)	(4)	Year: 19_____
cc 9	Last Enrolled	(1)	(2)	(3)	(4)	Year: 19_____

cc 10 6. Did you enroll *primarily* as a: (1) Full time student (12 or more credit hours) (2) Part time student (less than 12 credit hours)

cc 11 7. Did you attend class *primarily* during the: (1) Day (2) Night

8. Why did you choose to attend John Tyler Community College? (Please indicate both your *primary* reason and as many *secondary* reasons as you desire.)

		Primary Reason (Check one only)	Secondary Reasons (Check as many as apply)
cc 12	Close to home	(1)	(2)
cc 13	Inexpensive	(1)	(2)
cc 14	Open admissions policy	(1)	(2)
cc 15	Courses/Programs	(1)	(2)
cc 16	Financial Aid	(1)	(2)
cc 17	Job requirements	(1)	(2)
cc 18	Other (Please Specify)	(1)	(2)

B. EVALUATION OF ACADEMIC AND STUDENT SERVICES

cc 19-21 1. What was your program of study at JTCC? _____

cc 22 2. What was your *primary* goal in attending JTCC? (Choose only *one* response)

(1) To complete freshman and sophomore courses for *transfer* to Baccalaureate degree programs

(2) To upgrade job skills or pursue a career choice by obtaining an *Associate degree*

(3) To obtain a *certificate* to improve employment and career skills for immediate job entry

(4) To pursue courses for *personal satisfaction*

(5) Other_____
(Please Specify)

cc 23 3. To what extent are you satisfied with the programs and services that the College provided to assist you in achieving your goal?

(1) Very Satisfied (2) Somewhat Satisfied (3) Undecided (4) Somewhat Dissatisfied (5) Very Dissatisfied

cc 24 4. Did you complete one or more Developmental courses during your studies at JTCC?

(1) Yes (2) No

cc 25 5. Have you been certified or licensed in your chosen profession?

(1) Yes (2) No (3) Not Applicable

6. Instruction: (Please rate the quality of instruction you received at John Tyler Community College.)

		Superior	Good	Fair	Poor
cc 26	Quality of instruction in major curriculum	(1)	(2)	(3)	(4)
cc 27	Quality of instruction not in major	(1)	(2)	(3)	(4)
cc 28	Course content in major curriculum	(1)	(2)	(3)	(4)
cc 29	Faculty Advising	(1)	(2)	(3)	(4)
cc 30	Access to faculty	(1)	(2)	(3)	(4)
cc 31	Lab Equipment and Facilities	(1)	(2)	(3)	(4)
cc 32	Evaluation by instructors (grades, tests, etc.)	(1)	(2)	(3)	(4)
cc 33	Classroom size	(1)	(2)	(3)	(4)
cc 34	Cost of books and supplies	(1)	(2)	(3)	(4)
cc 35	Overall quality of instruction	(1)	(2)	(3)	(4)

7. Student Services: (Please rate the following services and facilities at JTCC.)

		Superior	Good	Fair	Poor	Didn't Use
cc 36	Admissions & Records	(1)	(2)	(3)	(4)	(5)
cc 37	Bookstore	(1)	(2)	(3)	(4)	(5)
cc 38	Business Office	(1)	(2)	(3)	(4)	(5)
cc 39	Continuing Education (credit and non-credit courses)	(1)	(2)	(3)	(4)	(5)
cc 40	Co-op Program	(1)	(2)	(3)	(4)	(5)
cc 41	Counseling Services	(1)	(2)	(3)	(4)	(5)
cc 42	Financial Aid	(1)	(2)	(3)	(4)	(5)
cc 43	Job Placement	(1)	(2)	(3)	(4)	(5)
cc 44	Developmental Studies	(1)	(2)	(3)	(4)	(5)
cc 45	Library/Learning Resources	(1)	(2)	(3)	(4)	(5)
cc 46	Parking	(1)	(2)	(3)	(4)	(5)
cc 47	Recreational facilities	(1)	(2)	(3)	(4)	(5)
cc 48	Student activities (SGA, sports, clubs)	(1)	(2)	(3)	(4)	(5)
cc 49	Student Lounge and Food Service	(1)	(2)	(3)	(4)	(5)
cc 50	Veterans Affairs	(1)	(2)	(3)	(4)	(5)
cc 51	Extended Learning Institute (ELI)	(1)	(2)	(3)	(4)	(5)
cc 52	Learning Assistance Center	(1)	(2)	(3)	(4)	(5)

cc 53 8. Would you recommend the College to a person seeking to complete the same program?

(1) Yes

(2) No If no, why not?_____ 114

C. **EMPLOYMENT** *(If you are currently working full or part time, please respond to items 1-5. If you are not working, skip to Section "D.")*

cc 54 1. Please indicate your current employment status.

(1) Employed full time

(2) Employed part time

(3) Military Service full time

(4) Unemployed and seeking employment

(5) Not employed and not seeking employment (because of choice, full time student status, illness, retirement, pregnancy, etc.)

If you are employed full or part time, please give:

Name of Employer _____

Job Title: _____

Address: _____

_____

City State Zip Code

cc 55 2. How did you find out about this job:

(1) Co-op Program

(2) Faculty member

(3) Friend

(4) Job placement service

(5) Military Recruiter

(6) Newspaper, etc.

(7) Private employment agency

(8) State employment agency

(9) Other_____
(Please Specify)

cc 56 3. Did you hold your present job during your studies at JTCC?

(1) Yes (2) No

cc 57 4. Have you received a promotion since you completed your studies?

(1) Yes (2) No

cc 58 5. What is your annual gross salary before deductions? (Do not include overtime.)

$_____

cc 59-61 6. The above salary is based on an average of _____ hours per week.

cc 62 7. Are you employed in a job related to your field of training?

(1) Yes, it is directly related.

(2) Yes, it is somewhat related.

(3) No, it is not related.

8. Indicate the degree to which you are satisfied with your present job.

	Degree of Job Satisfaction	Superior	Good	Fair	Poor
cc 63	Challenging and interesting work	(1)	(2)	(3)	(4)
cc 64	Relations with colleagues	(1)	(2)	(3)	(4)
cc 65	Salary	(1)	(2)	(3)	(4)
cc 66	Opportunity for advancement	(1)	(2)	(3)	(4)
cc 67	Overall aspects of job	(1)	(2)	(3)	(4)

D. EDUCATION (If you have continued your education since graduation, please respond to questions 1-5 below. If you are not in school, skip to Section "E.")

1. Please give the name of the institution you are currently attending:

   Name of Institution: _____

   Location: _____
   City State

2. What is your classification and enrollment status?

cc 68 Classification:
(1) Freshman
(2) Sophomore
(3) Junior
(4) Senior

cc 69 Status:
(1) Full time (12 credit hours or more)
(2) Part time (Less than 12 credit hours)

cc 70 3. Are you currently pursuing the same field of study that you completed at John Tyler Community College?

(1) Yes (2) No (If no, please indicate your present field of study).

cc 71 4. Did you have any problems transferring to the institution you are now attending?

(1) No, I had no problems transferring.

(2) Yes, all transfer credits were not accepted.

(3) Yes, I had problems meeting admission requirements.

(4) Other_____
(Please Specify)

cc 72 5. How does the quality of instruction at John Tyler Community College compare to that of the school you are now attending ?

(1) About the same

(2) Instruction at current institution is better.

(3) Instruction at John Tyler is better.

(4) There is no comparison.

E. COMMENTS: PLEASE TAKE A FEW MOMENTS AND PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE ABOUT JOHN TYLER COMMUNITY COLLEGE'S PROGRAMS OR SERVICES.

Thank you kindly for your participation in this survey.

The following information is OPTIONAL and will be used only if you agree to participate in an EMPLOYER Follow-Up Survey.

Name _____

Telephone Number _____

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